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THE

MADRAS TEACHERS' GUILD

OFFICE OF THE REGISTRAR OF BOOKS
11 APR 1956
MADRAS

DIAMOND JUBILEE SOUVENIR

॥ उद्धरेदात्मनात्मानम् ॥—The Gita.

RAISE YOURSELF BY YOUR OWN EFFORTS

FOUNDED 1895

DIAMOND JUBILEE 1956

137160

Dedicated

with love and gratitude to all those
who have brought
THE MADRAS TEACHERS' GUILD
to the present position
by their service to the cause of
Education and Profession.

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Foreword

We are deeply indebted to the few persons who have made the get-up of The Diamond Jubilee Souvenir possible. To all those who have contributed articles and have helped us in various other ways to publish the Souvenir, our heartfelt thanks are due.

During the sixty years of its useful existence, the MADRAS TEACHERS' GUILD has had a record of achievement of which we may justly feel proud. It has served not only as a pattern and pioneer for many a teachers' organisation throughout the length and breadth of India, but it has also been the cradle of the South India Teachers' Union which has a unique place among the educational bodies of India.

The Guild has also had the privilege of enjoying the confidence and consultation by Government in matters pertaining to education. Such a splendid record has been the result of the selfless labours of a few men of light and leading who, by their inspiration and devotion, have been able to transform ordinary persons into vital and noble personalities.

In an independent India, the Guild has a still more vital part to play. On the occasion of the Diamond Jubilee celebration, the clarion call comes to the teachers to rally round the Guild so that it may continue its useful work for the good of education and for the rightful dignity of the teacher in the community.

REV. D. THAMBUSAMI,
President.

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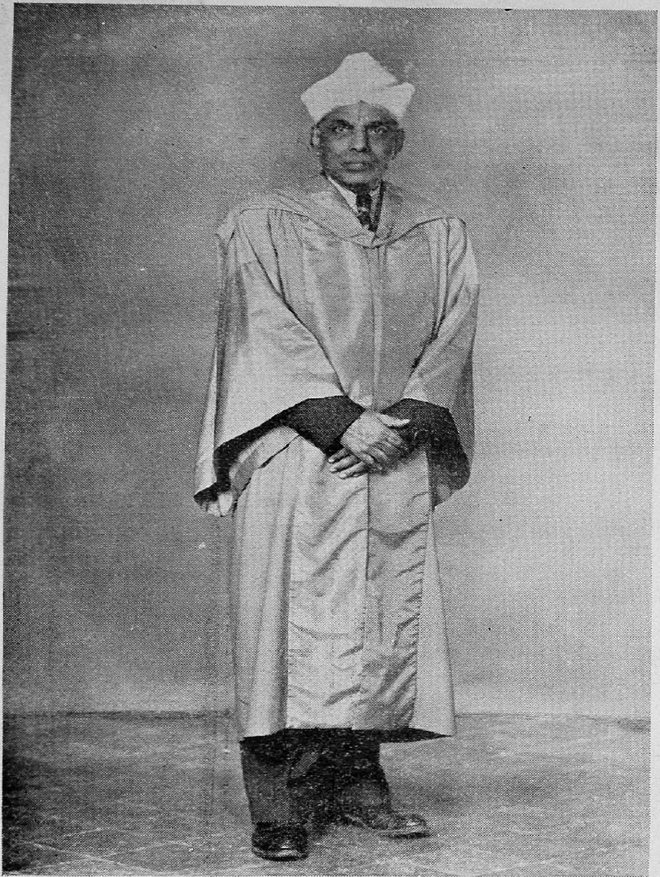
SRI C. SUBRAMANIAM,
Minister for Finance and Education
(Presided over the inauguration)



DR. A. LAKSHMANASWAMI MUDALIAR,

Vice-Chancellor, Madras University

(delivered the Inaugural Address)

Messages

DR. S. RADHAKRISHNAN,
Vice-President of India.

I am glad to know that the Madras Teachers' Guild will celebrate its Diamond Jubilee in January 1956. I send my best wishes for the success of the function and hope that the Guild will continue to do useful work in future.

* * * *

SRI SRIPRAKASHA,
Governor of Madras.

It gives me great pleasure to learn that the Madras Teachers' Guild will be celebrating its Diamond Jubilee shortly.

The Guild can legitimately feel proud of its record of service during the past sixty years. The useful work it has done in bringing together the members of the teaching profession and in focussing attention, from time to time, on educational questions, deserves appreciation.

I wish the Guild a future of ever-increasing usefulness.

* * * *

DR. C. P. RAMASWAMI AIYAR,
Vice-Chancellor, Banaras Hindu University.

I am glad to learn that the Diamond Jubilee of the Madras Teachers' Guild will be celebrated on the 31st instant. I wish the function all success.

* * * *

SIR C. V. RAMAN, F.R.S., N.L.,
Director, Raman Research Institute. Bangalore.

I am writing to extend my heartiest congratulations and good wishes to the Madras Teachers' Guild on the occasion of the celebrations of their Diamond Jubilee.

* * * *

RAJA SRI SHANMUGA RAJESWARA SETHUPATHI,
Minister for Public Works. Madras.

I am glad that The Madras Teachers' Guild are celebrating their Diamond Jubilee in January 1956. I wish the Guild many more years of useful service.

Minister for Finance and Education. Fort St. George.

The Minister is very glad to learn that the Diamond Jubilee Celebration of the Madras Teachers' Guild will be held in January 1956. He wishes the celebrations every success.

* * * *

SRI S. S. RAMASWAMI PADAYATCHI,
Minister for Local Administration. Madras.

Glad to know that you are celebrating your Diamond Jubilee on the 31st proximo. I wish the function all success.

* * * *

SRI P. S. KUMARASWAMY RAJA,
Governor of Orissa.

As I understand that the Madras Teachers' Guild is celebrating its Diamond Jubilee this month, I would like to send my best wishes to the Guild on its reaching so notable a milestone in its history.

This Guild is the foremost organisation of its kind in Southern India and it is its members who have shaped the course of education in Madras during the past two generations. The country has witnessed, of course, many changes during the 60 years that have elapsed since the Guild was established in 1895 and it is also a Sovereign Democratic Republic today. More than at any time in our history, a great deal depends on the quality of teaching in our educational institutions, if success is to be achieved in endeavours of any kind in the present dispensation of our liberated existence. The teacher in a sense has come to be recognised in modern society as a sub-legislator, since it is to him, rather than any one else, that a nation looks for its youth being trained in righteous ways or virtuous living. Members of the teaching fraternity have not all been inspired, however, by anything like lofty idealism or missionary zeal in the performance of the exacting duties of their calling. But there is something valuable and inspiring for our present day public in the tradition of high thinking combined with plain living which marked old-time educational endeavour in this country. It is the distinction of the Madras Teachers' Guild that it had among its Mentors a savant like the late V. S. Srinivasa Sastriar, who began his life and ended it also as a teacher, achieving considerable name and fame through his matchless gifts of oratory and conscientious devotion to the cause of social reform and national well-being. To that truly eminent Servant of India and to several others besides who have built up the fine traditions of education in the South, homage is ever due, and I am most happy indeed to associate myself with the many tributes that will be paid to them on the occasion of their Guild's Diamond Jubilee.

That the Madras Teachers' Guild continues as heretofore to provide from the ranks of its members the masterminds needed for shaping the country's future in the truly righteous way, is my earnest prayer.

I congratulate all the friends who are privileged to be connected with the Guild in this, its Diamond Jubilee year, and I also wish the forthcoming celebrations every success.

* * * *

Sri B. PATTABHI SITHARAMAYYA,
Governor, Madhya Pradesh.

I was taking great interest in the Teachers' Guild though I was not myself a teacher when I was in Madras between 1898 to 1906. Your Guild is an institution of standing reputation. Great men like the late Rt. Hon'ble V. S. Srinivasa Sastri were connected with such a guild. It has built up traditions of ennobling character and its members may well be proud of them. I wish you success.

* * * *

Secretary to the Governor, Uttar Pradesh.

I am desired to inform you that Sri Rajyapal wishes the Diamond Jubilee Celebrations of the Madras Teachers' Guild all success.

* * * *

Sri K. SANTHANAM,
Ex-Governor, Vindhya Pradesh.

I have great pleasure in sending my good wishes for the success of the Diamond Jubilee celebrations of the Madras Teachers' Guild. I hope the Guild will place the needs of national education in the forefront in all its activities.

* * * *

Sri T. M. NARAYANASWAMY PILLAI, M.A., B.L., M.L.C.,
Vice-Chancellor, The Annamalai University.

I am extremely happy to learn that the Madras Teachers' Guild is celebrating its Diamond Jubilee on the 31st of January.

I wish the Jubilee Celebrations every success.

* * * *

Sri S. GOVINDARAJULU,
Vice-Chancellor, Sri Venkateswara University. Tirupati.

I am very happy to know that the Madras Teachers' Guild is celebrating its Diamond Jubilee. I did not realise that the Organization was as old as this. It is unnecessary for me to repeat what I have mentioned on many occasions on the great importance of professional organizations which not only watch the interests of the profession but also continuously help in safeguarding the reputation and the standards of conduct of the members of the profession. I wish the Celebration every success.

* * * *

Sri N. D. SUNDARAVADIVELU,
Director of Public Instruction. Madras.

I am glad to learn that the Madras Teachers' Guild will be celebrating its Diamond Jubilee in January 1956. Sixty years of useful service in the cause of teachers and the teaching profession is a record of which all those connected with the Guild from its inception may be legitimately proud. I wish the Jubilee all success and the Guild continued usefulness.

SRI D. S. REDDI,
Director of Public Instruction, Andhra (at Madras).

I have great pleasure in conveying to you my sincere good wishes on the occasion of the celebration of your Diamond Jubilee. The Madras Teachers' Guild has made a significant contribution to education throughout its existence, and I can personally testify to the co-operation which was extended to me most cordially during my term of office as the Director of Public Instruction. I have no doubt that you will render the same assistance even in the future.

* * * *

SRI KASTURI SRINIVASAN,
Managing Editor, THE HINDU.

It gives me great pleasure to learn that the Madras Teachers' Guild will celebrate its Diamond Jubilee in January 1956. The Guild has a very enviable record of activity in the field of education and has done its best to secure satisfactory service conditions for teachers.

I wish your celebrations all success and the Guild many more years of usefulness.

* * * *

DR. RM. ALAGAPPA CHETTIAR, M.A., D. LITT., L.D.,
Barrister-at-Law.

I am happy to hear that the Madras Teachers' Guild is celebrating its Diamond Jubilee this month. The contribution of teachers to the Society in New India cannot be gainsaid, and associations like The Madras Teachers' Guild can feel legitimate pride in marking a mile-stone in their activities like the celebration of a Diamond Jubilee. I wish the Guild continued growth in the years to come so that the society at large may be richer for its efforts in the field of education.

* * * *

SMT. RUKMINI DEVI,
President, KALAKSHETRA. Adyar, Madras.

I have great pleasure in congratulating the Madras Teachers' Guild on their celebrating their Diamond Jubilee. It is well known that in India, Madras stands foremost from the educational point of view and in this State the City of Madras has a great record of educational service offered to the children of this country. In this work of imparting education, The Madras Teachers' Guild has played an important part. Not only has it conducted conferences on every aspect of the work of the teachers but it has also done very fine work to raise the status of teachers so that they might be able to exercise their profession in a spirit of dignity and dedication. I wish the Guild a most successful future.

SRI K. S. RAMASWAMI SASTRI,
Retired Judge. Royapettah.

I am glad to learn about the celebration of the Diamond Jubilee of the Madras Teachers' Guild. For sixty years it has striven to give a proper direction and orientation to the Secondary Education in the city of Madras. I have been connected with its work in some measure and know the sterling worth of such work. Many of its office-bearers are my friends and I know their high ability and their integral vision of our educational needs. I wish the celebration all success.

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SRI P. V. RAJAMANNAR,
Chief Justice of Madras.

I am glad to learn that you are celebrating the Diamond Jubilee of your Guild in January 1956. I wish the Celebration all success.

* * * *

SRI V. R. RAMANATHA IYER,
Mayor of Madras.

Greetings and best wishes to the Madras Teachers' Guild on the occasion of its Diamond Jubilee. There is now greater recognition of the dignity and importance of the teaching profession. The Guild has a very responsible and honourable role to play in the years to come and I am sure it will rise to the occasion and serve its members as well as the nation. I wish the Guild all success.

* * * *

THE REV. T. R. FOULGER, M.A.,
Principal, Meston Training College. Madras.

My colleagues and I offer our heartiest congratulations to the Madras Teachers' Guild on the completion of sixty years of fine leadership in Education. While rightly using its influence to improve the conditions of service of its members, the Guild has always sought to promote professional efficiency and loyalty. We wish it continued success.

* * * *

REV. A. J. BOYD, M.A., D.D.,
Principal, Madras Christian College. Madras.

I am much interested to hear that the Madras Teachers' Guild will be celebrating its Diamond Jubilee in January. The Guild has rendered sterling service in the cause of education, and I hope it will do so for many years to come. Much remains to be achieved before we can claim that education in Madras is what it ought to be. School buildings have to be improved and better equipped, more playing fields have to be provided, classes have to be reduced in size, the status and emoluments of teachers have to be raised, new vitality has to be imported into the whole process of teaching and learning. Along some of these lines at any rate, it is teachers who must give the lead, and it is mainly through such bodies as the Madras Teachers' Guild that they can make their influence felt. I hope the Guild will continue to be an effective organ of their thinking in the years to come, as it has been in the past.

Mr. U. B. Md. SARVAR, B.A., L.T.,
District Educational Officer. Madras.

I am glad to learn that the Diamond Jubilee of the Madras Teachers' Guild will be celebrated in January, 1956.

I wish to place on record my high appreciation of the long continued and inestimable service the Guild has done for the promotion of the cause of Education in general and the solidarity of the profession in particular.

"Go on and prosper" is my prayer.

* * * *

Mr. S. H. BEST,
Regional Representative, The British Council. Madras.

I am delighted to know that the Madras Teachers' Guild is about to celebrate its Diamond Jubilee. I hope that the celebrations will be in every way successful and will usher in a period of even greater achievement and prestige.

* * * *

Sri S. NATARAJAN, B.A., L.T.,
Field Director, Secondary Education. New Delhi.

The sixty years of work that the Madras Teachers' Guild has put in in raising the status of teachers and in securing in its members devotion and loyalty to the profession, is no mean record. The Madras Teachers' Guild has been the pioneer in teachers' organisation and all through these long years it has held an unquestioned position of leadership and inspiration.

Its special guidance is now needed when renascent India is reorganising Education. The Teachers' Guild has now the special task and responsibility of making the nation known what should be done to the rising generation. Teachers alone can give this guidance aright as they, by their intimate and close association with the boys and girls of school-going age can look to the future with a clear vision uninfluenced by current prejudices and selfishness.

May the benevolent founders of this institution continue to shower their blessings on the members of the Teachers' Guild and may God give the members the strength of purpose and zealous devotion to their cause of Education is my humble prayer.

* * * *

Sri T. P. SRINIVASAVARADAN,
President, South India Teachers' Union.

To all those who have been closely associated with the Madras Guild, the celebration of the Diamond Jubilee gives immense joy. If one dispassionately recalls to his mind the work it has done both in the field of education and in that of the profession, he will realise that it has done

an enormous amount of work. All along it has kept before the public the dignity of the profession and the loyalty of the teachers to the great ideals expected of them. On no occasion has it done anything either in thought or deed that would have brought down the teachers in the estimation of the public or the great. Even in the midst of political agitations and pressures from groups to adopt unhealthy measures to achieve its objects, it has stuck fast to the nobility of the profession, expressing fearlessly its views on matters that concerned it and keeping aloof from matters with which it is not concerned. Sixty years of useful activity will infuse fresh energy and enthusiasm to carry on its beneficient work so that teachers think freely and independently and give of their best to the children entrusted to their care.

* * * *

MR. C. RANGANADHA IYENGAR, M.A., L.T.,
Hon. Publicity Officer, S.I.T.U. and S.I.T.U. Protection Fund. Madras.

I convey my blessings to this premier District Organization of teachers in South India and wish it long life and success in a programme of more vigorous and good work in the service of teachers and education.

* * * *

DR. V K. JOHN, BAR.-AT-LAW, M.L.C.,
Senior Advocate, Supreme Court, and Notary Public. Madras.

I am very pleased to hear that you are celebrating the Diamond Jubilee on the 31st of this month. The Madras Teachers' Guild has done great service to teachers and therefore to the public.

I wish the Diamond Jubilee Celebrations all success. The welfare of our mother-land depends on the welfare of the teachers who train up future citizens of our country.

* * * *

SRI A. S. JOHNSON, M.A., L.T.,
President, The Chingleput Dt. Teachers' Guild.

I am very happy to hear that the Madras Teachers' Guild has had an unchequered career of nearly 60 years and that it is given to you to celebrate its Diamond Jubilee in January, 1956. The very thought of it fills my heart with a strange warmth, and all I would say is, "May your Guild grow from strength to strength, and may the teacher come into his own."

* * * *

SRI M. K. NATARAJAN, M.A., L.T., DIP. GEO.,
President, The Tanjore District Teachers' Guild.

I am very glad to hear that the Madras Teachers' Guild is celebrating its Diamond Jubilee on a grand scale. The Madras Teachers' Guild can justly be proud of its glorious achievements all these sixty years. Nurtured by veterans like the Rt. Hon'ble V. S. Srinivasa Sastri, S. Vasudevachariar and M. S. Sabesan, it has been doing its work with quiet efficiency. It has all along been a source of inspiration to the Guilds in the districts. May the Guild grow from strength to strength!

SRI E. H. PARAMESWARAN, M.A., L.T., M.L.C.,
President, South Malabar District Teachers' Guild and Malabar Guild Council.

It gives me great pleasure to send fraternal greetings to the Madras Teachers' Guild on the occasion of the Diamond Jubilee on behalf of the South Malabar District Teachers' Guild.

The Madras Teachers' Guild has a proud record of work to its credit and every teacher in South India has to be grateful to the Guild for the great services it has rendered to the cause of education and the teaching profession under a succession of able presidents and secretaries. May the Madras Teachers' Guild grow from strength to strength and be a model Teachers' organization for the whole country. I wish the Jubilee Celebrations all success.

* * * *

MR. S. KRISHNA IYENGAR, B.A., L.T.,
President, The Madurai District Teachers' Guild.

On behalf of the teachers of Madurai represented in the Madurai District Teachers' Guild, let me offer to you and the members of your Guild our most hearty congratulations and warmest good wishes on this happy occasion. The Diamond Jubilee Day of the Madras Teachers' Guild is a memorable day not only for the Teachers of Madras city, but to all the teachers of the Madras State, for I am sure that your Guild by its long and splendid work has inspired the District Guilds all over the State. Further the South India Teachers' Union, which has been and is, and still will be the heart and the brain of the Teachers' organizations all over the State, owes its strength and resources not a little to the Madras Teachers' Guild. Hence I feel it is a proud day for teachers all over the State of Madras. I have little doubt that your Guild will continue to inspire other Guilds in the State in the New Era in Education that we all expect to dawn with the inauguration of the Second Five-Year Plan. Let me again send you our warmest greetings and our good wishes for the success of your function.

* * * *

SRI V. ANTONYSAMY, B.A. (Hons.), L.T.,
President, Ramanathapuram District Teachers' Guild.

The Madras Teachers' Guild has been a beacon light for more than half a century to the various District Teachers' Guilds of the State of Madras. In the name of the Teachers' Guild of Ramanathapuram District it is my proud privilege to congratulate the Madras Teachers' Guild on the successful completion of sixty years.

SRI T. V. ARUMUGAM, B.A., L.T.,
President, Teachers' Guild. Tirunelveli.

I am indeed happy to learn that you are celebrating the Diamond Jubilee of your Guild in January, 1956. You can legitimately feel proud of its achievements in the field of education in our State. I trust that it will continue to serve the teaching profession as boldly and faithfully as it has been doing all these years and that it will continue to play a vital role in shaping education to suit the best interests of our country. I have great pleasure in wishing the celebrations all success and your guild a future no less glorious than its past.

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SRI R. MUNUSWAMI, B.A., L.T.,
President, District Teachers' Guild, North Arcot District.

Extremely glad to hear that you are celebrating the Diamond Jubilee. May God bestow success to your Teachers' Guild in all its activities !

* * * *

MISS K. N. BROCKWAY, Stratford-on-Avon.

How very kind of you to remind me that the Madras Teachers' Guild is to celebrate its Diamond Jubilee on January 31 ! I have very great pleasure in sending my best wishes for its continued prosperity and usefulness. I look back with gratitude to all the kindness I received from its members while I was in Madras. It was a particular pleasure to have a visit from Mr. Natarajan last year. It will be a joy to receive the Souvenir of the Jubilee.

* * * *

REV. FATHER J. COELHO, S.J.,
St. Aloysius' College. Mangalore.

With the greatest pleasure I send my congratulations to the Madras Teachers' Guild on its attaining the Diamond Jubilee age. The Guild can proudly look back on all the splendid work it has turned out. It has served as a bond of union, a source of strength and hope, a mother to many a teachers' association outside Madras.

May the Guild prosper yet more to serve the cause of education and of the educators.

* * * *

SRI G. KRISHNAMOORTHY, M.L.C. Tiruchirapalli.

It is indeed a matter for pride that the Madras Teachers' Guild is completing sixty years of useful service and celebrating its Diamond Jubilee. Our hearts now naturally go back to the founders of the Guild. The great enthusiasm that stirred them to action sixty years ago when

political consciousness was at a low ebb stands surging before us even now. The torch handed over by them is kept burning by us ; but much adjustment has to be done in the present democratic set-up to give it a new glow.

The Madras Teachers' Guild, I am sure, will lead the Teachers that way.

* * * *

M. S. A. MAJID, B.A.,
Honorary Secretary, The Muslim Educational Association (of Southern India).

I am happy to hear the Madras Teachers' Guild is about to celebrate its Diamond Jubilee. The Guild has rendered yeoman service in spreading education among the masses in South India. Sincere and zealous men endowed with noble ideas have from the beginning built up this institution with unremitting care and devotion and with generous response from the general public. The high traditions of its past is being admirably kept up with increasing devotion for meeting in greater measure the abundant requirements of the times. May God bless the tireless workers of the institution and enable it to grow from strength to strength !

* * * *

BISHOP THE RT. REV. D. CHELLAPPA, The Church of South India, Diocese of Madras.

When I became Headmaster of St. Paul's High School, Vepery, Madras, in 1937, I found a flourishing Masters' Association in the School, affiliated to the Madras Teachers' Guild. It was not long before, membership, instead of being confined to a few enthusiasts and their followers, was, by common consent, made obligatory on all the teachers. We had our ups and downs to start with ; but before long, both the Association and the Management began to realise that the interest of the one, in the best sense, was the interest of the others. I cannot pretend that every member of the Association was deeply interested in the things that matter most to teachers, who are teachers indeed, but there was general agreement that a Teachers' Association was not similar to a Trade Union. There was suspicion that the Guild was apt to be dominated, if not monopolised, by cliques and groups, but there was also a realisation that the best cure for such ills was more general interest on the part of all the members.

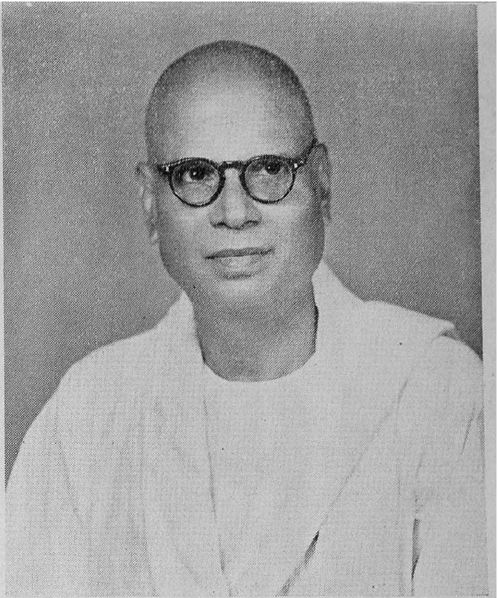
The Guild is a big organisation, but bigness is not necessarily greatness, and we must strive to make it great and united in a good cause. There is at present, (apart from such Guilds), no such safeguard for the profession against possible unscrupulous managements, or tyrannical states, or a contemptuous public.

We owe a great debt to those selfless pioneers, who, in the teeth of opposition and indifference, and at some risk to themselves, organised the Guild and nursed it through its infancy—not to forget its present leaders and moving spirits. May Divine blessing rest on the Guild, as it celebrates its Diamond Jubilee !

SRI N. D. SUNDARAVADIVELU,
Director of Public Instruction, Madras
(Presided over the "Citizenship Activities" by pupils of city schools)

Sri S. NATARAJAN,

Director of Field Advisory Services and Joint Secretary,
All-India Council of Secondary Education,
Ex-Secretary, Madras Teachers' Guild, Ex-President, S. I. T. U.



Sri T. P. SRINIVASAVARADAN,

President, S. I. T. U.
Ex-Secretary, Madras Teachers' Guild

THE MADRAS TEACHERS' GUILD
1946 - 1955
A CHRONICLE

By

SRI T. P. SRINIVASAVARADAN

It was on 2nd December, 1895, that the Madras Teachers' Guild was founded. The Rev. E. T. Davies, the then Principal of the Doveton College, emphasised the need for having an organisation of teachers. The suggestion was taken up and a number of eminent educationists gathered on 2nd November 1895. Among those present were Sir J. H. Stone, Mr. A. A. Hall, Mr. H. S. Duncan, Rev. E. T. Davies, Sri K. B. Ramanatha Iyer, Mr. V. S. Srinivasa Sastri, Mr. S. Vasudevachariar, Miss Keely and Miss Arnold. The meeting resolved to form the Madras Teachers' Guild.

Till 1907, it functioned as a provincial organisation. A detailed account of the history of the Madras Teachers' Guild from its inception up to 1945 has already been published in the Golden Jubilee Souvenir. It is proposed to chronicle in the Diamond Jubilee Souvenir such incidents as are characteristic of the Madras Teachers' Guild since 1945. Principal R. Krishnamurti of the Pachaiappa's College was the President of the Guild when it celebrated the Golden Jubilee. It had 200 members in 1895 and in 1945 the strength of the Guild had steadily increased to 1,200. Not only was it strong in its number, but also in a number of activities covering both educational and professional fields. On all critical occasions, it championed the cause of the teaching profession and the various study circles gave valuable suggestions to the Government in the field of education reforms.

1946-47

At the beginning, Principal (then Prof.) R. Krishnamurti was the President. When he resigned in July, the interim vacancy was filled up by electing Sri P. Doraikannoo Mudaliar. The strength of the Guild during that year rose to 1,274. It was during that year that the Guild had to bemoan the loss of D. Balasubramanya Iyer, Proprietor of Messrs. B. G. Paul & Co., who had donated a sum of Rs. 1,500 to the Madras Teachers' Guild Benevolent Fund.

27th July, 1946, was observed as "Teachers' Day". A procession of teachers numbering about 1,000 marched to the Secretariat and presented a memorandum giving the grievances of teachers as regards their salaries and dearness allowance to the Education Minister and to the Chief Minister Sri T. Prakasam. The executive of the S.I.T.U. joined the procession.

At the General Body Meeting held on 17th August 1946, certain important amendments to rules were passed. The rates of subscription were raised. The increases ranged from 25% to 100%. The number of Vice-Presidents increased from three to seven, at least one of whom should be a lady. The Secretary of the South India Teachers' Union and the Secretary of the Madras Teachers' Guild Co-operative Society became ex-officio members of the Guild Council.

On the 26th September, a conference of Teachers in Elementary schools met to send replies to the questionnaire issued by the Minister of Education. On 30th of September, a conference of teachers in Secondary Schools gathered to answer relevant questions in the questionnaire.

An extraordinary General Body Meeting of the Guild was held on 15th February, 1947, to take a strike ballot. A council of action was appointed to formulate scales of salaries for teachers. The council of action convened a public meeting at the Memorial Hall on 15th March, 1947. Luckily for the profession, the idea of strike was given up on the advice of the elders. Even those who were eager at the beginning, realised in a few days that the "Strike" weapon should not be used by members of the teaching profession.

That year's Education Week celebrations were inaugurated by Dr. C. R. Reddy and Rev. A. J. Boyd delivered the address.

A special General Body Meeting was held on 19th October 1946 to bid farewell to Miss J. M. Gerrard, Principal, Lady Willingdon College. She became a life member. She was a tower of strength both to the South India Teachers' Union and the Madras Teachers' Guild. When she left India, she gave a part of her furniture and some books to the South India Teachers' Union. Later on she made cash donations to the S.I.T.U. All meetings she regularly attended and placed her experience and advice to be utilised by others. She was an unostentatious worker, mixing freely with other members of the teaching profession. She was one of the few exceptional English women who left a deep impression of their love and affection for the Indians.

1947-48

This year 1947-48 was unique in more than one respect. The Guild and The South India Teachers' Union celebrated the 61st birthday of Mr. Sabhesan, in February, 1948. It was Mr. S. Sabhesan who revived the Guild in 1923 when it had gone as if, to sleep. Dr. John Sargeant was entertained by the Guild jointly with the Union. A deputation waited on the Education Minister requesting him to grant advance increments and house rent allowance at government rates to teachers in aided institutions. Mr. Irwin R. Kuenjil, National Secretary of American Federation of Teachers, addressed the teachers. From his speech the teachers learnt that even in America the teachers had problems such as security of tenure and parity of scales of salaries. That years' annual conference was held under the trees in the Besant Theosophical High School. The venue gave a rural atmosphere. Father Jerome D'Souza presided. On 30th January 1948, the nation lost Mahatma Gandhi and the Guild expressed its profound sorrow.

The Guild Council met that year eight times. At the meeting held on 8th April 1948, it protested against the abolition of selection which the Government had directed the institutions to give up. This was an improper interference by the Government in academic matters. This hasty and unwise action was subsequently done away with and the headmasters were empowered to present for the examination such pupils as were considered fit.

Reports from the sections—Telugu section, English section, Child Education section, Educational Research, Social Studies section and Physical Education section—revealed that teachers were not mere agitators for ventilating their grievances, but they bestowed more attention on educational matters which improved their knowledge and professional skill.

The Guild Day as usual was celebrated on 1st November 1947 with an address by Prof. M. Venkatarangayya, President of the Andhra Federation of Teachers. He spoke on the "Proposal of the Board of Secondary Education for the re-organization of Secondary Education in the Province."

It was during the latter half of the year that draft syllabuses in various subjects were received for the opinion of the members of the teaching profession. The succeeding year saw the introduction of the new reforms in Secondary Education.

The Education Week was celebrated from 6th October to 12th October 1947. The inaugural address was delivered by Sir S. Varadachariar who said that education should not be made subservient to the needs of any group or a body ; education should be for education sake.

1948-49

It was during this year that the new re-organization of the secondary education came to effect. Bifurcated courses were introduced in select schools in the State. The study of the regional language was made compulsory. Pupils who were taking classical language in the place of the regional language could not continue the former, as there was no effective provision in the scheme. The introduction of the regional language as a compulsory study in Form IV proved a great handicap to those who studied Sanskrit in the place of regional language in the first three forms. Social Studies was a new subject introduced in the place of History and Geography. This year was the beginning of a transition period. It took a long time for the institutions to settle themselves to the new scheme. Optional Mathematics was abolished, but it was restored in the subsequent year under the name "Composite Mathematics". It was a period of frequent changes not only in the scheme, but in the syllabuses too. Most of the text-books for regional languages were far above the comprehension of the pupils and in some cases of the masters too. The scope of the intensive part of the regional language was not understood by many. The framers of the syllabus had an ambitious scheme. There was a clamour for large number of periods for the study of the regional languages. Some of the Tamil pandits went to the extent of pressing the Government and the authorities of the school to begin the day's work always with the study of the regional language. How this is not possible in all the forms, they subsequently realized. They further wanted that the S.S.L.C. Public Examinations should begin with regional languages. The Department of Education, due to outside pressure,

yielded to this and subsequently gave it up as it involved a number of practical difficulties. In most of the schools neither work on the old lines continued nor work on the new lines began as they were not clearly defined. Things settled themselves to a great extent by the end of the year.

An education camp for both men and women teachers was organized by the Guild from 2nd to the 4th October, 1948 at Dr. Arundale camp centre at Perungudi village, three miles from Adyar. This enabled the teachers to concentrate their attention on the new methods of teaching the new subjects introduced in the reorganized scheme of education. About 130 men teachers and 55 women teachers attended the camp.

The Guild Day was celebrated on 2nd November and Principal (then Professor) R. Krishnamoorthy delivered the commemoration address.

Of the few sections that were active, the Social Studies section was one. It arranged a series of lectures on Social Studies for the benefit of teachers teaching that subject. 103 men teachers and 38 women teachers attended the lectures.

A unique feature of the activity of the Physical Education Section that year was the organization of the Annual Teachers' Sports. Both men and women teachers participated in the sports.

The Mathematics section considered the place of Higher Mathematics in the reorganized scheme, and it appointed a sub-committee to go into the question carefully and submit a report to the Guild Council. The report of that year says that the financial position of the Guild required further augmentation, if it had to carry on the activities of the Guild.

This year's Education Week was inaugurated by Dr. A. Lakshmanaswami Mudaliar, and Sri S. Govindarajulu, Vice-Principal, Law College (subsequently the Director of Public Instruction), delivered an address.

1949-50

The membership at the beginning of the year was 1,038 and rose to 1,049 at the end of the year.

In August, the teaching profession had an irrepairable loss in the demise of M. S. Sabhesan, a doughty champion of the teaching profession. But for his entry in 1923, the Guild would have continued to live inactively a number of years. By his hard and sincere work as secretary for over 15 years and as president for 2 years and as a member guiding the Teachers' Guild and the S.I.T.U., he raised both the institutions to the present position of authoritative representative of the teaching profession. The teachers in South India will ever remember him with gratitude and his great services. He had the satisfaction of seeing that the two organizations, the M.T.G.C.S. and the S.I.T.U. and the Protection Fund were well established and were on the way to prosperity. A condolence meeting was held under the auspices of the M.T.G. and the S.I.T.U. on 28th August 1949, presided over by Miss K. N. Brockway, Principal, St. Christopher's Training College.

One notable feature this year was the starting of a study circle jointly with the S.I.T.U. This circle with the help of Rev. E. M. Menzel formulated tests in the various courses of studies in the reorganised scheme of secondary education.

A noteworthy feature by the Education Week this year was the demonstration of citizenship activities on one of the days of the week. This demonstration has since become an annual feature. It has shown both the teachers and the public how these extra-curricular activities play an important part in the education of children.

The Guild Day was celebrated on 2nd November, 1949, when Sri S. Natarajan delivered the commemoration address, Sri K. Madhava Menon, Minister for Education, presiding. The Annual Conference of the Guild was held on 8th April, 1950, Sri V. R. Ranganatha Mudaliar, Principal, Teachers' College, presiding. "The Report of the University Education" was discussed at the conference.

One will be happy to find that as many as six sections actively worked throughout the year, though the remaining six sections had nothing to report.

1950-51

The strength of the Guild rose to 1,196 as against 1,049 at the end of last year. There were certain outstanding events during this year. Rev. E. W. Menzel delivered six lectures on "Psychology of Reading and measurement of Reading ability." At the Y.M.C.A. College of Physical Education, the S.I.T.U. conducted a seminar on "Social Studies". A large number of teachers from the city of Madras took an active part in it. A meeting of the Guild was held to consider the specimen question papers. For the first time in the history of the State, the Governor inaugurated the Educational Week. His Highness the Maharaja of Bhavanagar, the Governor of Madras, did that pleasant function. Dr. KV. Rm. Alagappa Chettiar was the president of the Central Education Week Committee. On the occasion of the demonstration of extra-curricular activities during the Educational Week celebrations, Sri T. S. Ramachandran, I.C.S., who was then the Collector of Madras, gave about 70 iron shot puts to be distributed to the participating schools. There was an Open Air Demonstration of musical items organised jointly with the South India Music Teachers' Association, on 30th October, 1950. Her Highness the Maharani of Bhavanagar presided on the occasion. The Guild day was celebrated on 2nd November at the Hindu Theological High School. The late R. Suryanarayana Rao, a friend of teachers, presided and Sri T. P. Srinivasavaradan delivered the commemoration address. The United States Information Service organized a Book Exhibition at the Memorial Hall from 2nd December to 8th December, 1950. Dr. A. Lakshmanaswamy Mudaliar opened the Exhibition.

1951-52

The Annual Conference of the Guild was held at the Christian College High School, Chetput. Sri C. R. Srinivasan, Editor, *Swadesamitran*, opened it and Sri N. D. Sundaravadivelu, then Deputy Director of Public Instruction, presided. The subject discussed at the conference was "Freedom and Discipline in Schools".

The 41st Madras State Educational Conference held at Madura in May 1951, was attended by more than 200 teachers from the city as delegates.

During this year, Sri S. K. Yegnanarayana Ayyar, another great champion of the teaching profession, passed away. He was actively connected with the S.I.T.U., the S.I.T.U. Protection Fund, the Madras Teachers' Guild and the Madras Teachers' Guild Co-operative Society. He and Sri M. S. Sabhesan, by their untiring work, brought these organisations to what they now are.

There were certain fissiparous tendencies noticeable in Madras and other parts of the State to form separate associations to ventilate their grievances. Saner elements among the teaching profession did not encourage this, as such associations would weaken the cause of the profession. In that year's report, the Madras Teachers' Guild made a special appeal to the teachers to give up separatist tendencies, and work under the Madras Teachers' Guild.

This was a year of frustration for the teachers. The secondary grade teachers were made to believe that their salary scales would be revised for the better. The Madras Teachers' Guild waited in deputation on the Hon'ble Minister, Sri K. Madhava Menon, requesting him to revise the scale of secondary grade teachers to 100—5—200. In the Guild Council some of the members made unjustifiable remarks that it neglected the secondary grade teachers. The trained graduates too alleged that their case was not taken up. The Government were pressed to grant house rent allowance to teachers in aided institutions. The result of the frustration was that a resolution was passed in the Guild Council for the formation of additional sections, each representing a category of teachers. Elderly members cautioned that such sections would lead to fissiparous tendencies.

Although there was despair among the teachers, the academic and the professional sides of the Guild were not neglected. Under its auspices, Dr. Billows delivered four lectures on "English Teaching". A large number of teachers attended these lectures. The Annual Educational Conference was held at the Christian College High School on 9-4-52 and it was inaugurated by Shri Sriprakasa, the Governor of Madras. It was the first time in the annals of the Guild that a Governor inaugurated the annual conference of the Guild. He said that he was one of those who felt that education should be kept free from Governmental control. Addressing the teachers, he continued, "I know your difficulties. The teacher ordinarily finds it most difficult to make both ends meet. The difficulty is enhanced by the fact that other professions are better paid. If a teacher is worthy of his salt, he should, socially speaking, have a high position in society. If society could ensure a proper position for the teacher, I have no doubt that much of the moral and spiritual difficulties will disappear. Still teachers' organisations are necessary in order that their needs may be kept permanently before the society."

In May 1952, Kulapathi Sri P. A. Subramania Iyer passed away. He had been the President of the Madras Teachers' Guild for four years, twice the President of the Provincial Educational Conference, the Secretary of the S.I.T.U., the President of the Madras T.G.C.S., Vice-President and later the President of the S.I.T.U. Protection Fund. Along with Sri M. S. Sabhesan and Sri S. K. Yegnanarayana Iyer, he founded the M.T.G.C.S. and the S.I.T.U. Protection Fund. He was a towering personality and during his presidentship, the Madras Teachers' Guild forced the Government to count it as a force to be reckoned with.

The Education Week was inaugurated by Dr. A. L. Mudaliar, Sri K. Madhava Menon, Minister for Education, presiding. A noteworthy feature of this year's celebration was an open air demonstration of musical items.

1952-53

Frustration in the previous year gave way to activities during this year. The Guild devoted its attention to the Elementary Education Scheme of Rajaji, answering the questionnaire issued by the Secondary Education Commission, revival of selection examination, prohibition of matinee cinema shows on school working days and organizing refresher courses on the teaching of English according to revised syllabus.

The Elementary Education Scheme of Rajaji was not acceptable to the teachers. The State Educational Conference held at Mangalore in May 1953, requested the Government to drop it as it was impracticable. A number of meetings were held to discuss the questionnaire of the Secondary Education Commission and finally along with the Executive of the S.I.T.U. the Guild gave evidence before the Commission on 3-1-53. The abolition of the selection examination, hastily done by the Government without consulting the heads of the institutions, had resulted in indifferent study by the pupils and indiscipline in certain quarters. The teaching profession has been pressing for the revival. At last the Ministry of Education, Madras, re-introduced the selection. It suggested class tests and terminal examinations should be taken into consideration, together with oral tests, whenever necessary. This has been made to remove from the minds of parents and pupils any fear of hardship as a result of the introduction of the selection.

The Guild Day was celebrated on 4th November. Miss K. N. Brockway and Sri K. K. Jacob delivered the commemoration address. The Education Week was inaugurated by the Director of Public Instruction and Sri S. V. Ramamurthy, I.C.S., delivered an address.

A deputation waited on the Minister for Education, Dr. M. V. Krishna Rao, pressing the following points for his consideration :

(1) Uniform scales of salaries for all teachers serving under various agencies .

(2) Representations of teachers on the managements of schools.

(3) Constituting Boards of Studies for all subjects.

(4) Age of retirement to be fixed at 60.

(5) As a result of representation made, the Director of Public Instruction issued instructions to the D.E.O's to dispose off applications for advances from the Provident Fund as expeditiously as possible.

This year the Madras Teachers' Guild had its annual conference at the Theosophical Society Gardens, Adyar, on the 11th of April. Rajah Sir M. A. Muthiah Chettiar inaugurated the conference. He pleaded for the teaching of English and raising the standard.

1953-54

It was in September 1953, the report of the Secondary Education Commission, of which Dr. A. Lakshmanaswami Mudaliar was the Chairman, was published. At the Annual Conference of the Guild held on 10th April 1954, the recommendations on the pattern of Secondary Education and other aspects including managements of schools, raising the status of teachers, improving the quality of teaching, and revision of curriculum of studies were carefully considered and a resolution was passed requesting the State Government and the Central Government to implement the recommendations as early as possible. The President of the Guild, Rev. D. Thambusami, said that Secondary Education should be cast within the mould of the broad outlines and main principles of democratic education suggested by the Commission. Dr. P. V. Cherian who inaugurated the Conference, emphasised the importance of public schools.

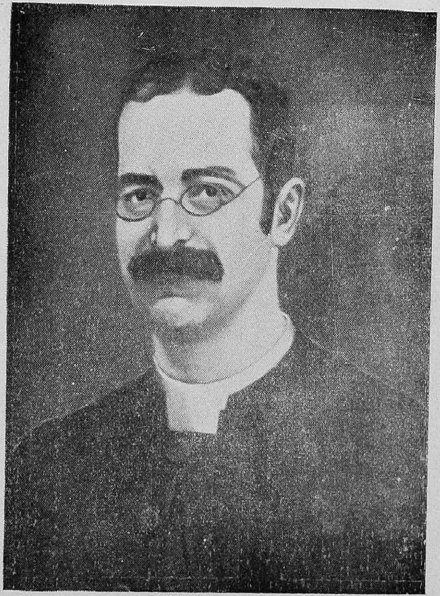
The Teachers' Charter Day as directed by the Council of the All-India Federation of Educational Associations, was observed on 8th August 1953. The Charter laid down both the rights and the obligations of the teachers. The teachers assembled took a pledge to strive for the recognition of their rights and accepted at the same time the responsibilities enunciated in the Charter.

The State Government just before the reopening of the schools after the summer vacation in June 1954, announced its decision to include the study of Hindi under Part II of the first language. As this order came late after the announcement of text-books and appointment of teachers, it was pointed out to the Government that the above order could not be given effect to in 1954-55. The Guild Council expressed its regret that the Government should have passed its order in haste without consulting educational bodies like the S.I.T.U. and the M.T.G.

Strong objection was taken both by the S.I.T.U. and the M.T.G. to the amendments to rules 98 and 154 of the Madras Educational Rules, as those amendments gave more powers to the Government to interfere with the rights of managements to initiate disciplinary action against the teachers and to jeopardise the service conditions of teachers. The Government issued a press note explaining that the fears were groundless and assured the procedure that would be taken before any action was taken either against the teacher or the headmaster. The teaching profession was not at all satisfied with the explanation given.

Again this year on 19th January, 1954, a deputation waited on Sri C. Subramaniam requesting him to pass orders for early closure of provident fund accounts of teachers, to revise for the better the scales of salaries of teachers. It suggested that the L.T's might be given the first grade scales and the scale of the secondary grade teachers might be revised to Rs. 60 to 150. It pleaded for the grant of house rent allowance and if the Government could not pay the entire amount, at least to recognize it, if managements gave, for purposes of grant.

During this year, the Guild lost Sri T. K. Sundararaja Rao, Sri S. Madhava Rao and Sri K. Nagaraja Rao, strong supporters of the cause of teachers and education. The first two had been presidents of the Guild and the third vice-president.



Mr. F. W. KELLETT,
Foundation Member, Secretary 1895-98,
Vice-President 1902-04

Rt. Hon'ble
V. S. SRINIVASA SASTRI,
Foundation Member,
Secretary 1898-1904

Mr. J. B. BILDERBECK,
President, 1902-05

Mr. H. T. ALLEN,
President, 1906

Mr. M. RUTNASWAMI, C. I. E.,
President, 1925-26

To celebrate the Diamond Jubilee in August 1955, a Diamond Jubilee Committee was constituted on 12th December 1953. Various sub-committees also were formed to take steps for the celebration.

The membership this year rose to 1,376 as against 1,250 at the end of the previous year. Rev. D. Thambusami became the President of the Guild.

On the Guild Day celebrations, Sri S. Natarajan presided. The S.I.T.U. unveiled the portrait of Sri Balasubramania Iyer of Messrs. B. G. Paul & Co., who contributed a very large amount for the benevolent fund for teachers. It may be rightly said that he was the founder of the fund.

The Education Week was inaugurated by the Minister for Education, Sri C. Subramaniam, and Sri S. Govindarajulu, D.P.I., presided.

1954-55

During this year great prominence was given to the question of house-rent allowance. The Guild waited in deputation on the Chief Minister, Education Minister and the D.P.I. A public meeting was held at the Kellett High School when Dr. V. K. John, M.L.C., and Sri G. Krishnamurthy, M.L.C., spoke on the justice of the claim made by Madras teachers for house-rent allowance. To all the representations the Government gave a negative reply. The Aided Secondary School Managements' Association too pleaded for house-rent allowance. It went further and said that a good number of managements would give that allowance, if the Government undertook to take it for purposes of grant. The non-granting of this allowance is one of the major grievances of the teachers whose salaries are very low. The Government have lost a golden opportunity of winning the affection of these teachers.

Rajaji explained at the meeting of the Guild held at Chintadripet High School his scheme of Elementary Education, not approved by the teachers. An extraordinary conference of the S.I.T.U. was held in January 1955 to reiterate its support to the upgrading of secondary schools to higher secondary schools. The Madras Teachers' Guild lent its support in organizing the conference.

The Education Week was inaugurated on 30-10-54 by His Grace the Right Rev. Dr. L. Mathas, Archbishop of Madras. Dr. A. J. Boyd, Principal, Christian College, spoke on "Sound Education—the Basis of Welfare State". The Guild Day was celebrated on 2nd November 1954 when Sri V. S. Gopalakrishna Iyer delivered the commemoration address.

One notable feature during this year was the Youth Rally at the Corporation Stadium in honour of Pandit Jawaharlal Nehru, the Prime Minister of our country. The children of all the schools participated in the function.

The Guild gave evidence before the Elementary Education Committee of which Dr. Alagappa Chettiar was the Chairman. It endorsed the views of the S.I.T.U. The Annual Conference of the Guild was held on 16-4-55 under the presidentship of Sri T. P. Srinivasavaradan. Sri A. S. P. Iyer, I.C.S., Judge, and Prof. R. Narasimhan, Principal, Jain College, addressed the teachers.

The Government announced the pension scheme to teachers in elementary schools. The Guild, while thanking the Government, for this great act, requested it to extend it to all teachers in high schools.

Only a few sections functioned during the year.

For some years the financial position of the Guild was not satisfactory. The expenses were higher than the income. The report for this year concludes that on account of economy effected in the office expenditure it was possible to clear off all the debts, some of which had been lying over for more than five years.

CONCLUSION

The Guild has completed 60 years, only to begin afresh its activities in the field of education and the profession. If today the teachers can have their voice felt in matters educational and professional, it is through well organized teachers' associations. The Madras Teachers' Guild both in the educational and professional field has done a great deal. It can look back with pride what it has achieved so far and which it proposes to achieve in the years to come. Able men have been the Presidents and the Secretaries of the Guild. On the day when the Diamond Jubilee is celebrated, the teachers will remember with gratitude the services rendered by the founders and their successors to the Guild. May God give the Guild more and more strength to continue its disinterested service to the cause of education and the teachers!

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HISTORY OF THE S. I. T. U.

The foundation on which the S.I.T.U. was built was laid by the Madras Teachers' Guild which from its inception in 1895 till 1908 functioned as a provincial organisation though the majority of its members happened to be the residents of Madras. The Educational Conference held in December 1907 discussed the proposal for a larger Union of teachers and at the annual meeting held in March 1908 it was resolved to entrust the work of forming Teachers' Associations in the different parts of the province to a representative committee with the late W. M. Theobald as the convener. After a good deal of consideration, the representatives of the Teachers' Associations met at the Wesley College and the draft rules of the South India Teachers' Union were framed. Thus was the S.I.T.U. ushered into existence through the willing co-operation of teachers from all over the presidency.

The first Educational Conference held in December 1908 should be regarded as an important event in the history of the teaching profession in South India. Sir J. H. Stone (then Mr.) addressed the Conference and in the subsequent year he was elected President and Mr. W. M. Theobald who left no stone unturned in bringing the S.I.T.U. into existence was elected its first Secretary.

THE WORK OF THE UNION FOR THE PAST 45 YEARS

To focus the opinion of the public on educational matters and to improve the status, pay and prospects of teachers were some of the aims with which the poineers started the Union. It is for the public and the teaching profession to judge how far these aims have been achieved. The Working Committee and the Executive Board have been constantly studying the developments in the field of education. To bring them very prominently to the notice of the public and the Government, the Union has been regularly holding its annual conference when matters educational and professional are discussed. Of the several resolutions that were passed at successive conferences, those bearing on the following subjects have received a good deal of attention from teachers :—Provident Fund-cum-Insurance-cum-Pension for teachers, Mother-tongue medium, agreement between teachers and aided managements, grant-in-aid, standardization of salaries, House-rent allowance and free medical aid. The efforts of the Union have been successful to a great extent. Pension has been granted to elementary school teachers. There is a proposal to make insurance compulsory for low-paid teachers. The Government have raised the teaching grant from one half to two-thirds of the net cost. The Union has started a benevolent fund and a teachers' council.

At the beginning, the Provincial Educational Conferences were tagged on to the Provincial Political and Social Reform Conferences. This association resulted in the Educational Conferences occupying a place of minor importance. By 1918 a new set of workers came into the fold of the S.I.T.U. who did not like this subordinate position occupied by the Provincial Educational Conference. In 1919 at Trichinopoly the first Educational Conference, independent of the Provincial Political Conference, was held. From that year onwards the Conference has been run absolutely independent of all non-educational activities.

THE GROWTH OF THE CONSTITUTION OF THE SOUTH INDIA TEACHERS' UNION

The original constitution adopted in 1908 was fairly simple and suitable to the growing needs of an infant organisation. As years passed on, the activities of the Union extended in different directions and the constitution had to be changed now and then. The tendency all these years has been for treating all teachers alike and for placing the constitution on a sound democratic basis. One distinct improvement lies in the acceptance of Federation as the underlying principle of the Union organisation. District Teachers' Guilds are recognised as district units and they are affiliated to the Union. Each District Guild has got affiliated to it a number of Local Teachers' Associations scattered throughout the district. Thus the District Teachers' Guilds serve as a connecting link between the Union and the Teachers' Associations. The Executive Board of the Union consists of ex-officio members and one representative from each Guild duly elected by the Guild itself. It is thus possible for the Union to represent the opinion of the teaching profession throughout the Presidency. Provision for a Working Committee consisting of the ex-officio members and five other ordinary members was introduced in 1925 and the ordinary members were at first nominated by the President of the Union. Now there are seven ordinary members, of whom five are elected by the Executive Board from among themselves, and the remaining two nominated by the President. It is the Working Committee that elects the Journal Secretary who is assigned a place both on the Executive and the Working Committee. By recent amendment to the constitution the ex-Presidents of the Union have been made ex-officio members of the Working Committee and the Executive Board. This has been done to have the benefit to their ripe and rich experience. The administrator of the Benevolent Fund also has been made an ex-officio member.

It is obvious that the existing constitution continues to recognise the principle of Federation as the essential basis of the Provincial Organisation. Any member of the Local Teachers' Association affiliated to the Guild or to the Union is treated as a member of the Union without his or her being called upon to pay any extra fee and he or she is entitled to all the rights and privileges of a member. The Union seeks to bring the humblest teacher in the remotest corner into touch with the latest developments in education going on in and outside India. Through the affiliation of the Union to the All-India Federation of Educational Associations, the teacher in South India enjoys the unique privilege of being able to meet his comrades elsewhere and to keep abreast of the times. Its efficient working depends upon the efficiency of the Local Associations and upon the wide outlook on the part of the District Teachers' Guilds. The constitution of the Union is flexible enough to enable the Union to take on hand new lines of activity. The work of the Journals, 'The South Indian Teacher' and 'The Balar Kalvi', and the growth of the Protection Fund and the starting of the Benevolent Fund and Educational Research Council are clear instances to show that the constitution admits of extension of activities in different directions without any friction whatever. The teachers have come to recognise the useful part the Union has been playing all these years. The loyalty which the Guilds are showing is a sure guarantee for its growing stronger and stronger in the years to come.

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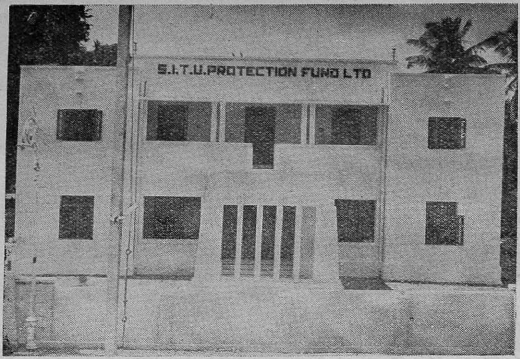

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THE BEGINNINGS

The idea of starting a Protection Fund for teachers originated in the year 1918 when a large number of teachers were thrown out of employment in many districts. There were also cases of teachers dying penniless leaving their dependants quite helpless. To give some relief to the retiring teacher in his old age, and to provide for the dependants of the deceased teacher, some of the leading members of the South India Teachers' Union conceived the idea of starting an organisation under the auspices of the S.I.T.U.

In 1921, at the Palghat Conference, a resolution was passed for organising a '*Common Good Fund*,' the starting of which was also incorporated in the S.I.T.U. Rules as one of its objects. At the Tirunelveli Conference in 1924 draft rules for such a Fund were framed.

At a meeting held in the Hindu High School, Triplicane, under the presidency of Sri S. K. Yegnanarayana Iyer, President of the S.I.T.U., to consider draft rules, a Committee of Action was elected to organise the '*Protection Fund*' with Sri P. A. Subramanya Iyer as its Chairman.

After years of discussion, the Fund was thus brought into existence on the 1st of January, 1928. The objects of the Fund were stated to be :

(1) To provide financial assistance to the nominee, or heir, or legal representative of the member as the case may be in case of death, or to the member himself under the contingencies and in the circumstances provided in the rules ; and

(2) to promote professional solidarity and to safeguard professional interests.

The Protection Fund was registered under the Societies Registration Act (Act XXI of 1860) on 15th November, 1930, nearly two years after its inception.

By the end of 1932 the Protection Fund had nearly 1,000 members on its rolls. So far, it had paid an amount of Rs. 3,032 as benefit to 12 families of deceased teachers, the biggest amount of benefit to a single family being Rs. 298-8-0. The total assets of the Fund were Rs. 32,194-6-8.

Seeing the good work it was doing, there was a heavy rush for admissions, but, according to the rules then in force, no more than a thousand members could be admitted. So it was clear to the Board that a stage had been reached when they should open either another branch or content themselves with admitting only a limited number of members as vacancies arose through deaths or withdrawls. At the same time, some of the members began to express doubts about the workability of the scheme.

It was under these circumstances that a re-organisation of the Fund was thought of.

RE-ORGANISATION—1933

The General Body of the Fund which met at Madurai on 13th May, 1932 discussed these problems and decided that an actuary should be consulted and his opinion obtained before any scheme of re-organisation was taken on hand.

Prof. K. B. Madhava, M.A., A.I.A., Actuary, who was requested by the Board of Management 'to investigate the financial condition of the Fund and to suggest the necessary changes,' was of opinion that the 'Dividing Plan,' was unsound and that the Fund should at once be re-organised on actuarial basis.

Prof. Madhava's Report was placed before the members at an extra-ordinary meeting held on 26th February, 1933. It was a stormy meeting and many raised all kinds of doubts and advocated the winding-up of the whole affair. Sri M. S. Sabhesan, who presided over the meeting, allowed time for full discussion, and after carefully observing the temper of the speakers, he summed up the various points raised and said that in his opinion, the best course they could adopt was to re-organise the Fund as the actuary had suggested and to permit those who were not willing to continue their membership to withdraw with the right of getting back all the moneys they had so far paid. The course suggested seemed to bring full satisfaction to all the sections in the meeting and in a short time the necessary resolutions were passed unanimously. The Fund began to work on the new basis from 1st July, 1933.

The Fund had thus safely come out of a crisis and though 237 members out of 997 withdrew from the Fund, it had been placed on a stable basis on insurance principles. The progress from that year to 1937 was slow but continuous and as a result of actuarial valuation in 1937, a bonus of As. 3 per rupee was declared for the quinquennium 1933-37. There were 891 members then.

THE FUND BECOMES A MUTUAL ASSURANCE COMPANY—1940

But shortly after this, the Fund had to undergo re-organisation. In September, 1939, the Board was confronted with a difficult situation. The new Insurance Act of 1938 forbade the transaction of insurance business by companies not registered under the Insurance Act. The Superintendent of Insurance intimated the Board of Management that as the Fund was doing insurance business, it should get itself registered at once under the Insurance Act. The Protection Fund was then not even a company. Its re-organisation to meet the requirements of the Act seemed to be a long, expensive and tedious process. However, the Board welcomed this new necessity as an opportunity for stablishing the Fund which had been built up so laboriously and carefully for many years.

So the Fund was incorporated as a Company with unlimited liability. Immediately, the Board remitted Government Securities to the face value of Rs. 33,000 to the Reserve Bank, Calcutta, to comply with Section 7 of the Insurance Act and made an application to the Superintendent of Insurance to register the Fund as a Mutual Insurance Company. The Certificate of Registration was received on 16th January, 1940. Then, on 12th December, 1940, it was registered as a Company limited by Guarantee with new Memorandum and Articles of Association.

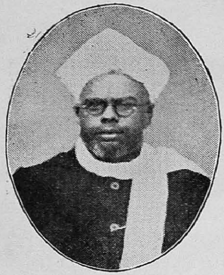
SIR J. H. STONE,
President 1895, 1908-13

RAO BAHADUR
A. C. PRANATHARTHIHARA
AYYAR,
President 1919-25

SRI P. SUBRAMANYA IYAH,
Secretary 1910-17, President 1931-32

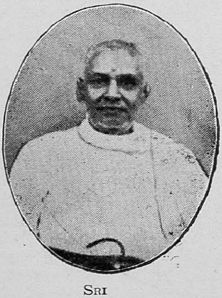
RAO BAHADUR
K. B. RAMANATHA AYYAR,
President 1918-19, 1926-27

KULAPATHI SRI
P. A. SUBRAMANYA AYYAR,
President 1927-31

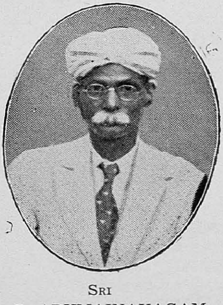


SRI A. K. KRISHNASWAMI
AYYAR,
President 1932-33

KULAPATHI SRI
M. MUNUSWAMI AYYAR,
President 1933-34



SRI
T. K. SUNDARARAJA RAO,
President 1934-35



SRI
S. P. ARUMAINAYAGAM,
President 1935-36

It was possible to effect this re-organisation, because the Board not only had the support of all the members, but because they were in possession of enough accumulated funds to make the necessary deposit as required by the Insurance Act. One who reviews the early history of the Fund would naturally look upon the first 12 years of its life as a period of preparation to blossom into a full-fledged Insurance Concern for the service of the teaching fraternity. But for this preparatory period, teachers would never have managed to command the necessary funds to meet the preliminary expenses and to pay the deposit to start an Insurance Company. This was an achievement of which the teaching profession in South India may well be proud.

The second crisis had passed and the S.I.T.U. Protection Fund, Ltd., which emerged was far stronger and better organised to render lasting service to the members of the teaching profession.

Even before this, the Fund had purchased and reconstructed a building for its office at a cost of Rs. 13,000 in Triplicane High Road. That the finances of the Fund were in sound condition was revealed by the actuarial valuation in 1942 when a second bonus of 2 annas in the rupee was declared for the quinquennium 1938-42, the number of members then being 1,371.

THE PERIOD OF EXPANSION, 1945-1955

There was great increase in membership from 1945 onwards. One important reason was that the Protection Fund began to organise its business as an Insurance Concern though on a small scale. New Tables for 10, 15 and 20 years were introduced to meet the needs of various types of teachers and new methods of approach to the teachers were tried to secure enrolment. More and more teachers began to appreciate the facilities afforded by the Fund to make provision for old age. In 1951, another Table for 30 years was introduced and provision was made, to admit teachers of the age-group 41-45.

But this period was not by any means a smooth-sailing one ; for the Insurance Act as amended in 1946 did not permit Insurance Companies to issue policies for amounts below Rs. 1,000. It seemed that our Fund which was purposely started to help teachers with low salaries, would be hard hit. If the protection Fund were to stop issuing policies for Rs. 250, 500 and 750, most of the teachers would be denied the benefits offered by insurance and the object with which the Fund was started would be defeated. The authorities made it clear that either the Fund had to comply with the provisions of the Act or convert itself into a Provident Society. The Board had another crisis to face. Both the alternatives were repugnant to the Board of Management who wanted that the Protection Fund should continue to function with the status of an Insurance Company. An application for exemption from the operation of the amended Section was made to the Superintendent of Insurance, stating the economic condition of the class of people for whom the scheme was intended. Fortunately for the Fund, the Department was willing to consider the application if the Memorandum and Articles of Association were suitably amended to the effect that the benefits would be available only to a homogeneous class of people, namely '*Teachers and Educational Officers*'. The Board recommended such an amendment to the General Body, got it unanimously approved and then had it confirmed by the High Court to secure the necessary exemption to carry on business.

The Fund was also obliged to make provision for the election of 'Policy-holders' Directors' on the Board of Management from 1950, though it had managed to secure exemption from that rule till then. An attempt was made to secure exemption on the plea that it had no shareholders, that all the Directors were policy-holders elected by the policyholders every year and that there were very few policy-holders who held policies even for Rs. 1,000. But exemption could not be got, and so, in the end, the Board of Management who were particular in preserving the democratic character of the Fund, asked for and obtained permission to let all policyholders elect three Directors as their representatives in accordance with the provisions of Section 48 of the Act.

The Insurance Act as amended in 1950 placed small Insurance Companies in a difficult situation and this made internal organisation necessary to meet new problems as they arose and the Fund had managed to adjust itself to changing conditions and is carrying on its business. After successfully weathering many a storm that might have uprooted it in the early stages, the Fund has attained a position of stability and is doing good work. We owe the modest success it has achieved to those pioneers and their successors to whom no standard of integrity was too high, no ideal of service too lofty and no canons of business prudence too much out of reach to be practised in their humble contribution towards spreading the benefits of life insurance among their brother teachers.

ADDITIONAL TABLES, MORE UNITS, HIGHER AGE GROUP

When the Fund was re-organised in 1933, members were allowed to take up to four units, though there was only one Table for 25 years. Subsequently in 1944 three more Tables for 10, 15 and 20 years were introduced. In 1952, a Fifth Table for 30 years was also included. Later the tables were all revised and reconstructed and new tables for annuities and pension were added. Thus to-day the Fund offers endowment scheme for varying periods from 10 to 30 years as well as annuity and pension benefits to suit the saving capacity and needs of teachers of all grades. The new tables have proved attractive and more teachers are now coming forward to avail themselves of the benefits of the Protection Fund.

AREA COVERED BY THE FUND

Though the S.I.T.U. Protection Fund Ltd. has been registered for All India and can do business in all the States, its activity has been mostly confined to South India, an area where teachers have organised themselves under the S.I.T.U. At first, most of the members were from Madras City and towns in the mofussil. But a planned programme of publicity and field work has extended its service to all the districts.

The Protection Fund, as constituted to-day, is a happy family of over 6,000 teacher policy-holders. This family is made up of teachers, men and women, teachers from Elementary Schools and Secondary Schools and Colleges, serving under all agencies in rural and urban areas and even some officers of the Education Department.

PREMIUM INCOME, LIFE FUND AND ASSETS

It was natural that as the number of members increased year by year, there should have been a rise in the premium income. The following table will enable the readers to assess the progress made by the Fund

these years regarding the number of policies, premium income, Life Fund, etc.

Valuation Year.	No. of Policies.	Premium Income.	Life Fund.	Assets.
1932	997	12,173	28,055	32,876
1937	891	20,293	1,17,979	1,25,710
1942	1,371	32,914	2,47,115	2,56,000
1947	2,767	79,382	4,99,691	5,12,750
1951	3,940	1,39,764	8,87,911	9,58,084
1952	4,356	1,53,650	10,24,083	11,04,125
1954	4,836	1,90,000	13,00,000	13,74,000

Judged by another test which is the only reliable test of the financial position of the Fund, that is, the Actuarial Valuations, it would give no small satisfaction to the members to know that the Fund is financially in a sound position. There have been five such Valuations and every time the Actuary found there was a decent surplus to be distributed as bonus to policy-holders.

The Protection Fund has now fine buildings of its own in a spacious part of Raja Annamalaipuram. The main building houses the office of the Protection Fund, the office of the S.I.T.U. and the Sabhesan Library. There are also family quarters for the office staff.

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A THUMB NAIL SKETCH OF SOME OF THE MEMBERS OF THE MADRAS TEACHERS' GUILD

By

SRI N. KRISHNAMACHARI, B.A., L.T.,
(*Ex-Headmaster, T.T.V. High School, Madras*)

November 2, 1895 was the day on which the Madras Teachers' Guild was ushered into existence by the untiring and noble efforts of the late F. W. Kellett who was the first Secretary for a period of 3 years between 1895 and 1898. From what I have heard of him, I should say that he was a gentleman who had at heart the well-being of the teaching profession and who had done a lot of pioneering work for the cause of Education in South India.

The first President of the Guild was Sir J. H. Stone who was the Principal of the Presidency College and who later on became the Inspector of European and Training Schools and the Director of Public Instruction. A paternal uncle of mine—the late Sri N. Ramanujachariar of revered memory—had the honour of serving under him as the Head clerk and also a Personal clerk. I distinctly remember my seeing Mr. Stone when I was a little boy accompanying my uncle on a Christmas day. He had a majestic personality and a noble outlook and broad sympathies for the persons who worked with and under him.

Dr. H. Duncan was another great-educationist who was closely associated with the Guild in the earliest days. My late uncle, who served under him also used to speak very high of the great qualities of his head and heart.

Mr. J. C. Allen was the President in 1906. One of my professors Sri E. S. Ananthanarayana Iyer of the Pachaiyappa's College, who was his pet student had often expressed his greatest admiration for his excellence of teaching History. He had followed a clear-cut and analytical method.

Mr. Mark Hunter who was the Professor of English in the Presidency College became the President between 1913-1918. Mr. Hunter was one of the ablest Professors of English and had created a lot of interest in the study of the English language and literature in the South Indian young men.

Rao Bahadur A. C. Pranatharthihara Iyer was the President between 1919 and 1925. Sri Iyer was a tower of strength to the Guild and had done very much to promote the cause of education in South India as the Inspector of Schools. He was no doubt a stern and strict officer ; but he was full of human touch about him and helped many a tottering institution.

Professor M. Rathnaswami became the President during 1925-26. He was a very silent, but substantial worker. As an old student of his, I must admit that he was one of the ablest professors of Politics who had created a lot of enthusiasm for the study of that subject while he was the Principal and Professor of History of the Pachiyappa's College.

Kalapathi Sri P. A. Subramanya Aiyar was the President of the Guild during the years 1927-31. He was every inch a gentleman and evinced a good deal of personal interest in the teaching profession. As a teacher of English, as an exponent of the educational problems and as a great devotee of Sri Rama he made an abiding impression upon everyone who came in contact with him.

Professor P. Subramania Aiyah of the Pachaiyappa's College became the President during 1931-32. When the Teachers' Guild was in a state of 'no-activities', he took up the work of the Secretary and by his enthusiasm and eloquence, was able to make the guild, a live organisation during his tenure of office as the Secretary between 1910-1917. He was one of the ablest professors of English. His way of teaching English was dramatic. He kept up the interest of the students at heart and was a very sincere and sympathetic friend of the needy and the helpless.

Kulapathi Sri M. Munuswami Aiyar, was the President during 1933-1934. He was "a silent, unostentatious but devoted worker of the Guild". He had housed the Guild Library for a good number of years in the T.T.V. High School premises and sent the books safely to the present premises.

Rao Bahadur K. B. Ramanatha Iyer occupied the Presidentship for 2 terms—1918-19 and 1926-27. He was a walking encyclopaedia. There was not a single book in the English language which he had not read. As an old student of his in the Pachaiyappa's College, I pay my humblest tribute of respect to that great, noble soul. He died of heart failure while welcoming Dr. P. Subbaroyan, the Education Minister at the Annual Meeting of the Madras Teachers' Guild held in the Hindu Theological High School in 1927.

Professor P. Lakshminarasu was one of the earliest members of the Guild and held the post of the Treasurer for a decade—1899-1909. He had a rough exterior but he was an embodiment of human sympathy. He was one of the ablest Professors of Science in the Pachaiyappa's College.

Sri S. P. Arumainayagam who was the Headmaster of the St. Paul's High School became the President during 1935-36. He was able to enrol a good number of teachers as members of the Guild. His son Sri Arumainayagam is the Educational Officer of the Corporation of Madras.

Sri M. D. Manickam who was the President during 1936-37 was the Headmaster of the E.L.M. Fabricius High School, Purasawalkam. He took a good deal of personal interest in the well-being of teachers of all grades and his services cannot be easily forgotten.

Sri M. S. Sabhesan who was holding the office of the Secretary from 1922—became the President during 1937-38. As the Secretary of the Guild his work for the teaching Profession should be written in letters of gold. He was one of the best teachers of Science and an excellent exponent of the cause of the teachers. He would call 'a spade, a spade' and was very outspoken in fighting for the cause of the teachers. Had he been born in England or America, he should probably have occupied the highest post in the cabinet. He was a live wire.

Sri K. Kuruvilla Jacob occupied the Presidential chair for a year—1939-40. During this short period, he was able to impress his personality

upon the members of the profession. By his close contact and influence with the educational authorities he was able to do a lot of good to the Guild.

Sri G. V. Narayanaswami Iyer of the Hindu High School became the President during 1940-41. He was a good teacher of Mathematics and a great lover of Carnatic Music.

Sri S. Madhava Rao became the President for a brief period, April 1941—August 1941. He was a good teacher of Commercial subjects and a very loyal member of the Guild and used to visit the office almost every day.

During 1941-42 Rev. D. Thambuswami of the Kellett High School, became the President. During his tenure of office, he took great pains to increase the membership and improve the status of the teachers in several directions by setting a noble example himself in his school itself. In spite of his poor health, he continues now to be the President and does enormous work for the Guild and the S.I.T.U.

Gurukula Dharmacharya Sri K. Rangaswami Aiyangar who stabilised the Hindu Theological High School, Madras, in a manner in which no one else had done before, was the President during 1943-45. During these two years the Guild was full of activities of an elevating nature. He was responsible for enrolling the largest number of members for the Guild. He was mainly responsible for organising, for the first time, a Teachers' Camp for 3 days at Ponneri. Very many educational problems were discussed at the Camp. Such a delightful time was spent by everyone present that it is fervently hoped that a similar camp might be organised on the occasion of the Diamond Jubilee. He was also the organiser of the Benevolent Fund to help the teachers during the period of illness and distress. It should be said to his credit that whatever work was undertaken by him, was done in the most thorough manner as is evidenced by the several events organised both in the Hindu Theological High School and the Lady P. S. Sivaswami Aiyar High School. It is hoped and prayed that he would continue to live long to give the benefit of his experiences to the present generation.

Professor R. Krishnamurthi became the President in 1945. By his masterly exposition of the grievances of the teachers he had endeared himself to everyone. He is an excellent teacher of English. His love for the old students and friends is very great.

Sri S. Natarajan is one of the live wires of the Guild and the S.I.T.U. His services to the teachers in general and during the evacuation period in particular can never be forgotten. His deep study and clear analysis of the several problems of education have always been admired by all those who listened to his talk. His recent visit to England, his ripe experience as a teacher, a Headmaster and a student of Educational problems, have attracted the attention of the Ministry of Education, Government of India. He has been appointed as the Director of Field Studies, Secondary Education Reorganisation. It is earnestly hoped that in his new sphere of activities he will be a power for good.

Sri T. P. Srinivasavaradan, the Headmaster of the Hindu High School, Triplicane, is another live wire of the Guild, the S.I.T.U. and the Protection Fund. His interest in the activities of the Guild, Co-operative Society, S.I.T.U. and the Protection Fund are too well-known to everyone. He is untiring in his efforts and will see that the work undertaken by him is done in the most satisfactory manner. May he be spared long, is the sincere prayer of everyone!

Sri P. Duraikannu Mudaliar was the President of the Guild for 3 terms. He was a tower of strength to the Guild. He sympathised with the lot of the suffering teachers and used his noble offices both in his school and elsewhere for the betterment of the teachers. It is hoped that, in his new sphere of the Principalship of the Teachers' College, Karaikudi, he would train and send out a band of teachers full of professional interest and human touch about them. What Madras City has lost, Karaikudi has gained.

Sri Mariapragasam was the Secretary of the Guild till recently. During his tenure of office, he was able to do good work by organising the Education Week in the most successful manner.

Special mention must be made of Sri S. Vasudevachariar of revered memory. He did a good lot to the Guild and the Ramakrishna Mission High School, T. Nagar, till the last moment of his life. He was one of the pillars of the Madras Teachers' Guild.

Sri T. K. Sundararaja Rao was the President of the Guild for a short period of one year and his interest in the welfare of the teachers was a matter of admiration.

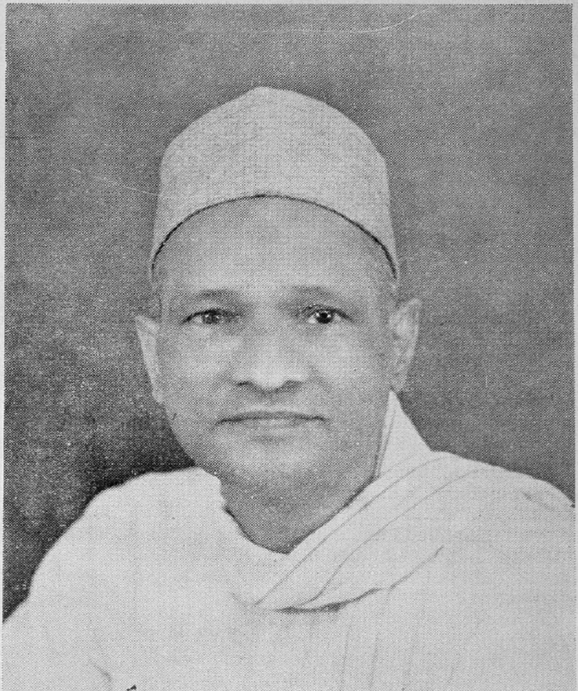
Last but not least, special mention should be made about the services of the late Sri S. K. Yegnanarayana Iyer and Sri V. Rangaswami Iyengar of the T.T.V. High School (now retired). Both of them were greatly interested in the co-operative movement and have introduced the benefits of that movement by organising a Co-operative Society attached to the Madras Teachers' Guild. The lasting benefits of this society in general and especially the grant of short term loans and salary loans to the needy and struggling teachers cannot be over estimated.

This sketch is not exhaustive. It is a feeble attempt made by one who has been connected with the Guild for over 3 decades. To the extent to which the author of this article has known about the personalities mentioned above, he has given vent to his feelings. There are many others who worked in the past and who are working at present for the welfare of the members of the teaching profession. Space and time forbid a mention of all those zealous workers.

Before concluding this sketch, of the members of the teaching profession, who have contributed in one way or other for the existence of the Guild during the past 60 years, one cannot afford to forget the services of Sri T. M. Krishnachar of the Madras Teachers' Guild Co-operative Society. Although a paid officer, yet he puts his heart and soul into the work and spends much of his time and energy for the successful working of the Co-operative Society in particular. It will not be an exaggeration to say that he is the watch-dog of the finances of the Guild in general and the Co-operative Society in particular. It is the humble and fervent prayer of the writer of this article that the Diamond Jubilee Celebrations should be a grand success.

The junior members of the profession should come forward to shoulder the responsibilities of being the office-bearers in the years to come. The old generation has done its best and will soon disappear. It is up to the younger generation to continue the noble work started and fostered by their forbears.

May the Madras Teachers' Guild and its allied institutions live long!



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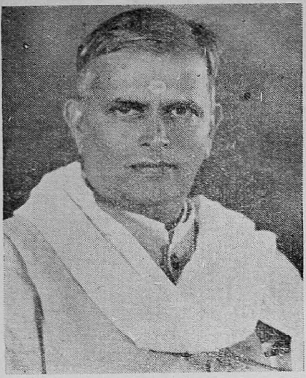

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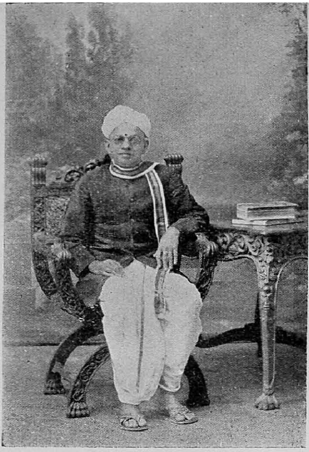

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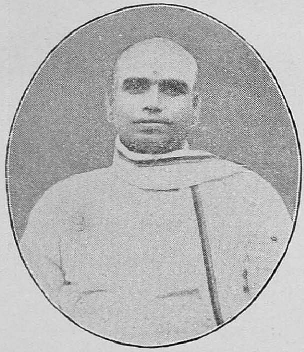

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Proprietor, Messrs B. G. Paul & Co , Madras

[Helped the Guild to organise the Benevolent Fund]

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President

April to August, 1941

THE MADRAS TEACHERS' GUILD CO-OPERATIVE SOCIETY LIMITED

By

SRI K. N. DORAISAWMY,
Secretary.

On the occasion of the celebration of the Diamond Jubilee of the Madras Teachers' Guild, it is a privilege and great pleasure for the Madras Teachers' Guild Co-operative Society Ltd. to avail the happy occasion to associate itself with the Guild and give a brief survey of the working of the Society from its inception in 1923.

Origin.

On the 25th July, 1914 a few Elementary School teachers of the city of Madras made a request to the Assistant Registrar of Co-operative Societies for registering a credit society called "The Elementary Teachers' Co-operative Society". It was registered on 16th November, 1914. The Society began to work with Sri Raghavalu Naidu as its President, Mr. M. C. Rāja as Secretary and Mr. C. S. Ramaswami Iyer as Treasurer. The Society worked for a few years and became dormant as early as 1922.

It was about this year Prof. S. K. Yegnanarayana Ayyar, M.A., happened to come from Salem and settle in Triplicane. Being a co-operator, when he heard the flickering condition of a Teachers' Co-operative Society, he desired, in co-operation with other selfless workers of the profession, to infuse life and spirit into the dormant society by sound counsel for suitable changes in the bye-laws so as to bring into its fold all classes of teachers. Accordingly a General Body meeting was held on 19th January, 1923 and it was resolved to change the name of the Society to "THE MADRAS TEACHERS' GUILD CO-OPERATIVE SOCIETY LTD." The bye-laws were amended to suit the new conditions. The Assets and Liabilities were resolved to be transferred. MEMBERSHIP OF THE MADRAS TEACHERS' GUILD WAS MADE OBLIGATORY ON ALL MEMBERS OF THE SOCIETY. Messrs. P. V. Seshu Iyer, L. N. Subramanyam, S. K. Yegnanarayana Ayyar, M. S. Sabhesan, T. Ramanujachari, T. K. Sundararaja Rao, J. D. Masilamoni and G. A. Srinivasan were some of those who became share holders of the new Society. The bye-laws were registered on 23rd February, 1923. A General Body meeting was convened on 23rd March, 1923 when the following were elected Directors: Messrs. S. K. Yegnanarayana Ayyar, C. S. Ramaswami Iyer, J. D. Masilamoni, P. A. Subramanya Iyer, T. V. Subba Rao, T. J. Kumaraswami and M. S. Sabhesan. Mr. S. K. Yegnanarayana Ayyar was elected President and Mr. C. S. Ramaswami Iyer was elected Secretary. This is the period that marks the auspicious beginning of the present Society and the thanks of the present generation of teachers who are members of this Society, are due in no small measure to those pioneers and the successive members of the Board who have nurtured and enabled a healthy and steady growth for the benefit of the members of a noble profession of this great metropolis.

Membership and Share Capital.

At the time the Society started functioning the number of members on rolls was 40 with a share capital of Rs. 104. There were 418 members at the end of June 1955 and the paid-up share capital was Rs. 25,260 (the overdue under this head being nil.)

Deposits and Borrowings.

The Bye-laws of the Society provide for six classes of deposits. They are (1) Fixed Deposits, (2) Recurring Deposits, (3) Thrift Deposits, (4) Provident Fund Deposits, (5) Chit Fund Deposits and (6) Current Deposits. The last three deposits are not in operation though provision has been made. The benefits of other deposits are open to members. The South India Teachers' Union and its several organisations, The Madras Teachers' Guild, The Masters' Associations in the city schools, have however been allowed to invest their amounts under Fixed Deposits. A few Fixed Deposits from non-members were being received in early years, but in recent years, they have been gradually stopped on a matter of principle. The popular Thrift Deposit scheme which was introduced in February 1940 is compulsory. The rate of contribution has been further enhanced in the year 1950 on the initiative of the members. The members are not content and desire a further increase in the rate. At the end of June 1955, the amounts under several heads of Deposits were (1) Fixed Deposits Rs. 24,380, (2) Recurring Deposits Rs. 10,316 and (3) Thrift Deposits Rs. 33,061.

Mention has to be made how a small sum of Rs. 1,500 earmarked as Building Fund account of the Madras Teachers' Guild, invested in the Society as Fixed Deposit at a preferential rate of interest in the early years developed into a decent amount. Further many members of the Society have often contributed their dividends either in part or entirely towards the Building Fund account. Many professional-minded members have earmarked the proceeds of their Recurring Deposits to the Building Fund of the Guild. Thus, the Society is to a great extent responsible for the development of the Guild Building Fund.

Loans.

The Bye-laws of the Society provide for the grant of loans under the following categories: (1) Loans on deposits to the extent of 90% of the Deposits, (2) Loans on the security of joint promissory notes of one or more members to a maximum of six times the salary or five times the share capital of the principal borrower whichever is less and (3) on the security of salary of members to the extent of 25% or Rs. 35 whichever is less. The maximum lending limit of the Society is Rs. 1,000. The present rate of interest on loans is 1½ pies per rupee per month. LOANS ARE GRANTED TO MEMBERS WHERE HEADS OF INSTITUTIONS AGREE TO MAKE DEDUCTIONS AT SOURCE FROM THE SALARY OF THE BORROWERS. In the year 1923-24, the loan amount outstanding against members was Rs. 6,522. At the end of June 1955, the loan amount outstanding against members was Rs. 80,060.

Overdues, Doubtful Debts and Bad Debts Reserve.

In spite of the co-operation of all members, the maximum co-operation from heads and managements of institutions and the constant vigil of the office, there have been overdues, as they are inevitable for many

reasons. We should be proud that the Society in its existence of nearly 33 years had recourse to write off only a sum of Rs. 188 under loans and adjusted the same from the Bad and Doubtful Debts Reserve. Though, the Society claims to have not a pie as Bad Debt on date, as a precautionary measure, the Board has decided in recent years to set apart a sum of Rs. 20 from its General Funds towards Reserve for Bad and Doubtful Debts. The amount to the credit of this account was Rs. 194 on 30th June, 1955.

The Management.

The management of the Society vests in seven members of the Board elected annually at the General Body meeting of members. These seven members elect from among themselves, a President, a Vice-President and a Secretary to conduct the business of the Society. In the 33 years of the working of the Society it will be seen that there has been a continuity of personnel in a large measure on the Board. This enabled successive members of the Board to maintain safe, healthy and established traditions. We give below the names of such. Presidents : Messrs. S. K. Yegnanarayana Ayyar, P. A. Subramanya Iyer, M. S. Sabhesan and R. Krishnamurti. Vice-Presidents : Messrs. R. Krishnamurti, V. Rangaswami Iyengar, M. S. Sabhesan and T. P. Srinivasavaradhan. Secretaries : Messrs. C. S. Ramaswami Iyer, T. M. Raghavendra Rao, V. Rangaswami Iyengar, T. P. Srinivasavaradhan, C. S. Rajagopalan, V. Sethumadhava Rao, L. R. Chandrasekaran and K. N. Doraisawmy.

Establishment.

The Society is being managed very economically with two clerks on its paid staff. The employees have the benefit of Provident Fund besides a month's bonus from the profits of the Society.

Profits.

The Profits of the Society though on the increase, facilitated declaration of high dividends in the early years and now in recent years only. The Society earned a net profit of Rs. 9 in the first year of its working and to-day it is possible to get about Rs. 3,000.

Conclusion.

From the history of the Society, it will be seen that the progress and prosperity are due in a very large measure to the zeal, prudence, foresight and sagacity of its founders and successive members of the Board and the willing co-operation of the members past and present. The fact that the society continues to be among 'A' class societies in this great city is also in no small measure due to the whole-hearted and willing co-operation of the several heads and managements of Institutions. Our thanks are due to them. Our thanks are also due to the several Departmental Officers who have helped and guided us through the years. Further, it has been the constant endeavour of the Board of Directors and the staff to render their best services to the members of the profession. We shall be failing in our duty if we do not place on record the honest, and faithful work of the loyal clerical staff, particularly Sri T. M. Krishnachar, the Head Clerk, who has been associated with us almost from its inception.

It is happy augury that the "Guild" and its offspring the "Society" are located in the same premises. They have been living and growing together, each feeling proud of the other's prosperity as befits a mother and child. The Guild celebrated its Golden Jubilee and was happy to see the Society celebrating its Silver Jubilee soon after. The Guild is now celebrating its Diamond Jubilee and is eagerly looking forward to the day when her offspring would be celebrating the Golden Jubilee.

This simultaneous growth and expansion of the two Institutions as they exist, has created an impression in the minds of many that the "Guild" and the "Society" mean the same Institution. Their separate existence and difference in functions matter little to them as they both have a common goal, viz. to serve the cause of teachers and to help them in the best manner possible.

May the Almighty shower His choicest blessings and help the two Institutions to continue their respective services towards the prosperity of the members of a noble profession.

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* ECONOMIC IMPORTANCE OF THE LOWER INCOME GROUPS

By

SRI J. M. LOBO PRABHU,

Secretary to Government, Fort St. George.

The importance of the lower income group to the economy of a country is the same as the importance of its base to a pyramid. The apex depends for its size and height entirely on the base. Only as the poor get relief, the rich can add to themselves. While this is inexorable, in actual practice, the richer sections seldom realise their dependence on the poorer ones. There is a tendency for both to grab, as if their interests were antagonist, instead of being intimately integrated. Both sides are to be blamed, the capitalists because they are nursed on the laws of property, the poor because Marx has taught that class war is inevitable. In actual practice, the greatest stronghold of capitalism, the U.S.A. has been built on the satisfaction of the expanding requirements of the poor. Similarly in Russia, after the initial levelling, pyramidal formations have come into existence. The trouble is no side is willing to see clearly and act simply in what is of interest to both. The question is, if India can evolve an economy, consistently with her old tradition that the rich are the trustees of the poor in the common enterprise of a better world.

Paradoxical, as it may seem, the poor are important economically because of their very poverty. This is because poverty represents, in the first instance a vacuum, which can absorb for a long time whatever capital can produce. Deficiencies even in the elementary requirements of food, housing, clothing in the aggregate are hundred times the present supplies. If small luxuries like comforts, recreations, and higher satisfactions are added, the market arising from improving the standards of the poor is staggering in its proportions, beyond the dreams of all the capitalists in the world. This aspect is not fanciful. It is the basic aspect of the American economy, which has grown simply on satisfying the expanding requirements of the common man. It is an aspect, which can become real everywhere in the world, if the paradox is understood that poverty is the best potential for wealth.

Poverty is important also because it is more prolific of incentives than wealth which is replete. The poor have reason to work because they have so much more to win than the rich. It is true that at present, in vast areas of the world, the poor show no incentives. They are despondent to the point of grudging their labour not only for others on wages, but to themselves for items they lack. If the reasons for this attitude are known and overcome, the poor can become the most dynamic force in economics.

The most important reason is that the world still suffers from the hangover of the rule of the many by the few. Democracy has now restated the political equality of men, but this remains largely academic

* Address to the Economics Association, Presidency College on 2nd November.

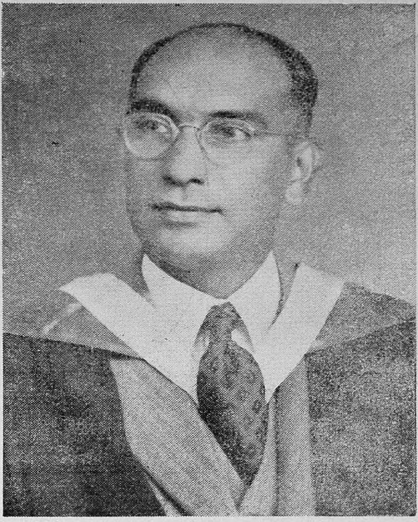
in the face of inherited inequalities, of wealth, education and status. Equality is asserted, if at all, only at the time of elections. The hangover can be overcome only by recognising that each individual is a public asset, to be developed with all the resources of the State. His labour, manual or higher, requires to be capitalised by State enterprise, unlimited by finance or organisation. The transformation in Russia is simply due to labour being treated as the basic ingredient of wealth, not to be neglected or wasted, in any part.

The Soviets capitalised their labour by force, the theory being that the interests of the State are paramount. Can we capitalise our labour, on the different theory that the interests of the State and individual are reciprocal? There is no doubt of this reciprocity because idle labour implies loss to the State, the same way it does to any commercial enterprise. The failure to realise this simple fact is the most lamentable defect in our economic theory. Somehow we suffer from the hangover of British economics that money is more important than labour, that it is the master and not the servant of economy. We fear inflation of money more than we fear the continued deflation of life from lack of work and incentives.

How can work and incentives be created? In the first place, a pattern of life for the individual must be evolved and declared. Some consciousness of this inspired the statement that the Second Five-Year Plan as distinct from the First, will be built up from below. But such architection is not possible until personal targets either in terms of income, or of amenities are clearly postulated. At one time a minimum basic wage for types of labour was considered. The proposal was opposed as administratively and financially impossible. What was missed was that if the system did really engage all labour, the finance would be self-generated, on one hand by this labour producing more and on the other, by equivalent spending to the natural benefit of the exchequer. In terms of amenities, it is more difficult to state the target, except in respect of a proper house for every one. The importance of housing is not only in removing a deficiency which contradicts all our claims to progress, but also in creating a starting point for other comforts and conveniences. As long as people live like animals, they have no incentives for acquiring anything else. In this sense a proper house will provide work and incentive to the population, which will fully capitalise their labour for a long time to come.

The question is if housing should precede other schemes of production. In this connection it deserves to be observed that production is a means and consumption is the end of economics. To stress only on production, without creating incentives for spending is not only a meaningless but an impracticable proposition. Why indeed should people produce more, if it does not sweeten and brighten life? Our economics completely ignore psychology when they assume that people must work and save. They will do neither because they are not heroes but just humans. A proper house is a starting point of desirable consumption which must take precedence over all other items of development.

The question is of finance and credit. The majority are not in a position to start construction of houses without subsidies and loans. It is stated that the finance required is staggering if the whole country is considered something in the region of Rs. 20,000 crores. What is forgotten is that the greater part of this huge amount will be spent on wages earned and items produced in the country. In effect, it will only make people



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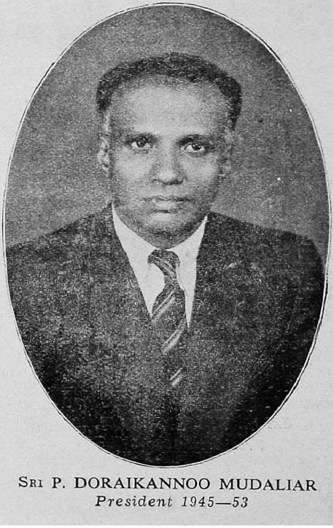

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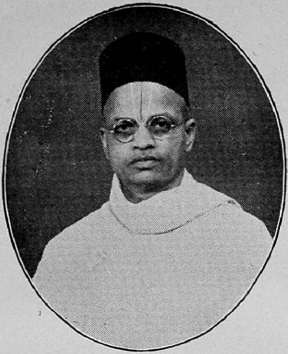

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work fully, paying each other for the same, and adding to the wealth of the country, without paying anything abroad.

Otherwise also the lower income groups can be encouraged to patterns of expenditure, which benefit them and the economy. Too long have we been thinking that economics is only for production, ignoring proper schemes for consumption. We are no longer under a slave economy when as hewers of wood and drawers of water, the people had to work or die. In a democracy, people must work and enjoy, so that their life is full and fulfilling. At present, the lower income groups are working and living only part of their capacities. As and when they are helped to their full capacities, the economics of the country will touch new dimensions, the poor becoming richer without the rich becoming poorer. What is required is a human approach to the means and ends of our people. They should be offered something concrete, so that they may render the best account of themselves. The lower income groups wait for this orientation of our economics, to come abreast of the world in the development of the country.

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THE PSYCHOLOGY OF STUDY

By

K. R. APPLACHARI, M.A., L.T.,

Principal, Teachers' College, Tuticorin.

The use of inefficient tools of study and defective study habits may partly account for the much-talked-of deterioration of educational standards, in spite of the fact that the youths of our country are in no way inferior to students elsewhere. It is well-known that an able carpenter using a plane with defective blade cannot do as much of planing as another who has a good plane. So also, our pupils with inferior tools of study and defective study habits cannot achieve high standards.

These defects are, of course, due to a variety of causes, one of which is the legacy of the educational system that prevailed here, under the alien rule. Education was hitched to the needs of our foreign rulers who wanted cheap "quill-drivers" with linguistic ability in English. Undue stress was placed on a knowledge of the English language and on examinations as a test thereof. Rabindranath Tagore's inimitable words, in this connection, are worth quoting here: "When we are compelled to learn through the medium of English, the knocking at the gate and the turning of the key took away the best part of our school life. The feast was waiting for us, no doubt, inside the room; but the difficulty and delay of admission spoilt our appetite and long privation permanently injured our stomach. The ideas were late in coming to us and the tediously long trial of our teeth over the grinding of the grammar of an alien tongue and a system of spelling which is devoid of all conscience took our relish for the food, when it did come at last." In another place, the poet compares our attempt at acquiring knowledge through English to trying to win the smiles of our sweet-heart through an advocate. The alien medium has sapped the vitality of the students, greatly restricted thinking and freedom of expression and left its baneful effect on habits of work and study. It has encouraged verbatim reproduction rather than independent thinking and has stifled all initiative.

A rigid external examination system has been another adverse factor that has perpetrated cramming and learning by rote. As somebody has humorously remarked, the examination tail wags the teaching dog. Students try to bluff in borrowed feathers, the examiner. Teaching and learning have become stereotyped. Teacher and pupil, even the parents, are overwhelmed by considerations of success, somehow, in the examination, which encourages cramming rather than thinking and mastery of the subject.

The fixing of a 35% minimum for a pass in the examination has worsened matters by developing a very low standard of efficiency and study. There is little of ambition or aspiration to surpass oneself or others. Students repeat parrot-wise text-books and notes. We notice superficial understanding, nay, even misunderstanding, as when a boy wrote in his answer paper, "The American War of Independence wrote rude letters to the French Revolution" intending to repeat what his teacher had dictated, viz., the two movements "roughly corresponded".

Our own *patasala* tradition of stressing memory, when printing was unknown and palmleaf books rare, has demoralized into learning by heart, without hearing to understand the significance of passages learnt. The result is the absence of the enquiring mind.

The absence of adequate equipment like audio-visual aids, available so largely in advanced countries, has also acted as a set-back on efficient study and understanding in our country. Elsewhere, the eye-way has been the high-way to education. Is not a good picture worth a thousand words ? Is not seeing believing ? The educational film at once instructs, interests, impresses and inspires. It is followed up by further reading. This amenity is not available in any adequate form now.

These factors have resulted in verbal knowledge, " words, words, words," and not vital knowledge. From the lowest classes, students have been encouraged to give answers in a mechanical way reproducing the text-book or the notes dictated by the teacher. If occasionally, a bright student answers in his own words, instead of being appreciated he is often snubbed, and dubbed a brihaspathi ! From the beginning, our aim must be, not the creating of mechanical students relying on rote memory but the producing of thinking students who can handle any situation. Our need today in Free Republican India is to produce young men with mastery of subject, skill, initiative and originality. This demands students with proper study habits and superior tools of study.

We may mention here a few of the findings of modern Psychology in the matter of effective study. The first essential of study is, it must *matter* to the learner. Good reading is thought-getting and not word-calling. Study must be problem-solving, connected with life, preferably, with student life. In a well-written book each paragraph poses a problem and problem follows problem. Students must be enabled to realise the problem and seek its solution intelligently. They must be made to think of the salient points only and not to memorize entire passages, not even a complete sentence, unless it be a definition which requires precision and, therefore, needs learning by heart. The author reveals the problem in a key sentence at the beginning or at the end, in order to increase the interest. Let the student search for it. All the rest of the paragraph will only be an expansion of the idea with illustrations, positive and negative and with comparisons. A good student asks himself, " What is the central idea ? What thoughts have the facts stated in the paragraph or chapter started in me ? What further information have I, by way of refutation or supplementation ? " The development of a critical attitude, of not implicitly accepting what the author has said and of subjecting it to questions and doubt as we do in ordinary conversation is very necessary. Real study begins only when the student thinks and does not simply repeat the author's words. Let the student build up an outline, a basic skeleton and understand it thoroughly, by explaining it to another student, if need be.

Another lesson of modern psychology, is the need for silent and fast reading which alone is conducive to better comprehension. Reading aloud is proved to be an obstacle. The importance of silent reading needs emphasis both at home and at school.

If reading is guided by a purpose, if reading is considered problem solving, if reading is search for the central idea followed by the jotting down of the salient points and not verbatim reproduction, if reading is accompanied by a critical attitude and if reading is followed by explaining the subject matter to another, surely, there would be mastery of the subject and tests and examinations instead of being dreaded will be welcomed as opportunity to organize facts, to consolidate knowledge, to see the parts in relation to one another and in relation to the whole.

SEMINARS AND REFRESHER COURSES FOR TEACHERS

By

SRI V. ARUNAJATAI,

Secretary, S.I.T.U.

Education is a dynamic force touching the life of every human being at all points. Certain broad and general aims of Education have come down to us through the ages. These aims have, in each age and in each clime, received a new orientation or interpretation in accordance with the demands of the times. It appears to me that the most significant characteristic of modern education in our State today is the emphasis it lays on *practical* as opposed to *bookish* education, on social adjustment as opposed to individual advancement, and on the provision of equal opportunities for all.

The Secondary Education Commission report putting the general aims of education in more specific terms and with special reference to the needs and ideals of our country says that development of proper habits, attitudes and qualities of character, improvement of productive efficiency, increase in national wealth, and ability to shoulder the responsibilities of leadership in social, political, industrial and cultural fields, must primarily be the aims of educational reconstruction.

However perfect educational plans and schemes may be, it has to be remembered that the teacher is the most important factor if any degree of success is to be achieved. It has yet to be realised that the teacher's work is more solid than the brick and mortar of which the school buildings are composed. Says the same Report: "The best curriculum and the most perfect syllabus remain dead unless quickened with life by the right methods of teaching and the right kind of teachers." How are we to ensure these?

Speaking in terms of actual classroom conditions, it is necessary that the teacher of today should know not only how to teach the three R's efficiently and economically from the point of view of time and energy spent, but at the same time know how to make boys interested in co-curricular and extra-curricular activities such as Scouting, Guilding, Citizenship Training, Debating, Dramatising and so on. Moreover the teacher is not the only agent for inculcating knowledge and the pupil is not to be merely a passive recipient. The school is not the only place for acquisition of knowledge and examination not the only opportunity for exhibition of talents. Emphasis should be laid on pupils' initiative and self-effort. So it will be seen that greater demands are made on the time and resources of the teacher and his responsibilities are more onerous. The teacher-training course " can only engender the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience. Increased efficiency will come through experience critically analysed and individual and group effort at improvement." One other point that may pertinently be pointed out relating to the daily experience of a teacher in his classroom is his unfortunate lot to work with minds

far less mature and developed than his own. This circumstance may pull down what little charm the profession may hold for the teacher. If therefore the teacher's work is not to degenerate with dull routine, if the teacher is not to fall into a rut, it is necessary that some machinery should be set up to make the teacher himself a constant learner, ready to search for and imbibe new ideas and pass them on in an easy, palatable, assimilable form to his pupils. This then is the reason for organising Seminars and Refresher Courses. This is one of the ways how 'right methods of teaching and the right kind of teachers' may be ensured.

A refresher course, called so in name, but which merely arranges a series of lectures on known topics and methods will not make the teacher take to it with enthusiasm. It is a waste of public money and the private time of the teacher. We want people and institutions to arrange for refresher courses and Seminars which will inspire confidence in the minds of teachers, young and old, experienced and inexperienced, and which will make them feel that they have something to learn, to revitalise themselves with. Many new items and activities have been introduced in the syllabus of the Secondary schools, which many a teacher is ignorant of. They really form a part and parcel of the curriculum, but either because the teacher has no faith in them or because he lacks the necessary equipment, the vast potentialities of those items for promoting knowledge so unexploited. Seminars and Refresher courses could do a lot in this direction.

Foreign experts have during the past few years done yeomen service to the cause of education and teachers in our country by organising seminars and refresher courses which may be taken as an indication of the lines along which we may work. The new technique is what is called the "Workshop method". Not talking, but action is the underlying principle of this method. The essential features are that the workshoppers or participants are 'oriented and directed', 'problems are the focus for discussion', and 'self-evaluation and progress' are aimed at. The very name "Workshop method" is highly suggestive of the spirit of New Education, which it must be the first and foremost duty of the organisers of Seminars and Refresher courses to bring home to the minds of the participants.

The Universities, Training Colleges, District Teachers' Guilds, Masters' Associations of Schools, the South India Teachers' Union and such other organisations, and above all the State and the Central Governments must be the agents to organise and conduct such courses. They may indirectly encourage and help the conduct of such courses with men, materials and money. While no doubt the government, universities and training institutions have the primary responsibility in this regard and in regard to initiating Research etc., the opportunity before small groups or associations of teachers cannot be lost sight of and they must not wait for government to take action. Study circles could be formed, subjects and areas of common interest chosen, discussions held, talks by experts arranged if possible, and opinions exchanged leading to conclusions that could practically be applied in the schools in which the teachers are working. The results of their findings could be communicated to other associations or guilds, if found worthwhile. Organisers of Seminars and Refresher courses could also communicate with all guilds and the S.I.T.U. on their work so that publicity could be given and the benefit shared by all. Thus, much of stimulating practical work can be the outcome of refresher courses and seminars, which must instil joy, stir up an "experi-

mental attitude and excite a spirit of educational adventure" in teachers' minds. If this is done, they would have served their purpose. Otherwise they would have failed. This would be my criterion for evaluating the work and work of seminars and refresher courses.

A few suggestions may not be out of place here :

(1) District Guilds with the aid of experts and State may organise Seminars and Refresher courses which may aim at interpreting the spirit of the new schemes that are coming and thus enabling schools to become progressively 'activity-minded' and 'activity-centred'.

(2) Seminars may serve as a 'forum for discussion' and 'clearing house' for exchange of ideas on methods, practices, techniques, etc., by bringing teachers from different places to focus attention on problems and areas of common difficulty or interest.

(3) Refresher courses could be specially designed to give training to teachers in organising and working extra-curricular activities of school work.

(4) Refresher courses could do a lot in helping teachers to evolve a 'reliable testing programme' consisting of New Type tests. This, together with intelligence Test and the customary tests would enable the teacher in the long run to form correct estimates of his pupils' abilities and aptitudes.

(5) Refresher courses could be organised with the specific object of inviting experts and experienced teachers to give model lessons, and to bring to the notice of teachers latest trends in methods, appliances, aids, etc. relating to different subjects at different levels. Exhibitions and Excursions could be a part of the Refresher course work. The state should give facilities by way of travel concessions.

(6) The State has accepted Basic Education as the ultimate pattern for the first eight years of school life of the child. The teachers must be enabled to face the demands which this change-over will entail. Moreover the general educational qualification of many an elementary school teacher is low. He must be helped to improve his qualifications, both general and professional. These could be done by Refresher courses.

(7) The State must make it obligatory on the part of every teacher to attend a Refresher course or Seminar periodically. The period so spent by a teacher must carry with it an allowance in addition to full salary. On return the teacher must be automatically entitled to a certain increment in his salary. Thus incentives must be provided for the teacher to improve himself.

Let us remember that Education is sound investment and in-service training of teachers' fundamental requisite to revitilise Education.

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COLLEGE EDUCATION AND SECONDARY SCHOOLS

By

SRI M. K. SHANMUGAM,

Principal, Sir Theogaraya College, Washermanpet.

The Secondary Education Commission, presided over by Dr. A. Lakshmanaswamy Mudaliar, the learned Vice-Chancellor of our University, had recommended the reorganization of school education with a view to fit the youth of the country into the new pattern of society that we are evolving after the achievement of freedom. It is high time the Government in the states set about implementing the detailed proposals of the Commission. No doubt the Union Government has moved with celerity and is making necessary provisions in the second five-year plan. But one feels that the State Governments are not toeing the line with as much enthusiasm as is necessary in the circumstances. For instance, in our State a high power committee was constituted, and we are in the dark as to what steps they have taken in furtherance of the objectives of the Union Government. It is rather anomalous that the Universities have to take on what is really the Higher Secondary Course. However, we should all be grateful to the Madras University for giving the lead in regard to the reorganization. This is not surprising to us for we know that our Vice-Chancellor was largely responsible for placing before educationists the reorganized pattern of both school and college education. It will be a grand co-ordinated effort when it comes into being, and we are confident that under the inspiring guidance of our University, the reorientation will be successfully completed by the year 1960.

If we should state a fact, the Pre-University Course is a misnomer. For, the present reformers of secondary education have aimed at making it self-sufficient by extending the school course by one year and at the same time they have sought to put an end to the domination of school studies by the University. Since, however, the secondary schools are not fully equipped by way of staff, furniture, apparatus and buildings to take up the new responsibility, the University has agreed provisionally to run the Higher Secondary Course. But it is here the State Government should step in, aided by the Union Government and do every thing possible to upgrade at once the schools in the State. If the High Power Committee appointed by the Madras Government have made a recommendation to this effect, the Higher Secondary School, as envisaged by the Commission, would become a *fait accompli,* if not in 1956, at least in 1957. For it has got to be borne in mind by the State educational authorities that the Pre-University Course, which the Colleges would be organizing next year practically on the basis of the Secondary School-Leaving Certificate Course, is only a transitional arrangement. The University, apart from its supervisory function, much less the Colleges, cannot be saddled with this responsibility for long. No doubt the experience gained by Colleges in running the Pre-University Course would prove invaluable to Secondary Schools. At the same time there is the risk of the Pre-University Course, which is essentially a Secondary School Course, acting as a drag-weight on the degree and post-graduate courses in the College and even causing deterioration in standards against which we are fighting desperately today.

Naturally the University, instead of planning to run the Course for the next ten years, would do well to transfer the entire responsibility to the Department of Education in the course of the next five years.

I for one would like to see all High Schools in our State upgraded by the time the second five-year plan is worked to a conclusion. Of course, enormous sums of money would have to be spent by the State Government. But in a democracy the first charge on Government funds is education. This is happening in America. To quote the words of a former U.S. Commissioner of Education, "Funds for public, elementary and secondary education now come 57 per cent from local property taxes levied by such schools' boards through representative processes. States currently contribute 40 per cent of the school budget, and the remaining 3 per cent comes from Federal sources." So this is a clear indication of the overriding importance attached to education in the United States. To quote again from another American source : "Of all the everyday activities that make up our culture, none is more distinctively American than our quest for knowledge. So great is the American people's faith in 'schooling' that in most communities the largest proportion of all money collected in taxes is used for public schools. It has frequently been said that our schools have had more influence in the growth of our democracy than any other social institution."

This truth has been brought home to the other nations of the world by the tremendous success the Americans have made of their democracy and by their having become in the course of a century or two the greatest world power throwing in their weight always on the side of so much that is good in life. Not only their educational aims are original and laudable from a democratic point of view, but also their systems of education are well worth copying by sister democracies, which gave a free constitution unto themselves only recently. It is worthwhile studying the latest development in the American system of education, which they now call 'General Education'. Of course Americans are temperamentally experimentalists in that they strive for greater perfection in all departments of life. So the new phase in their educational advancement which they have marked as 'General' is summed up in the slogan, "Education must look to the whole man". And the best exposition of this new educational theory can be found in the Report of the Harvard Committee (1952) entitled "General Education in a Free Society" for which an introduction has been written by President James Bryant Conant of Harward. Speaking of the philosophy inspiring the new pattern of education, the Report says : "Education aims at the good man, the good citizen, and the useful man. By good man is meant one who possesses an inner integration, poise and firmness, which in the long run come from an adequate philosophy of life. Personal integration is not a fifth characteristic in addition to the other four and coordinate with them, it is their proper fruition."

The Americans distinguish general education from special education. According to them both are indispensable and one leads to the other. But the course of general education is so spread out in the schools and colleges that special education comes only at the end. If we carefully examine either the detailed recommendations of the Secondary Education Commission with regard to the curriculum of the Higher Secondary Course, or the syllabus of the Pre-University Course as framed by the University authorities, we are driven to the conclusion that the American principle of General Education has been adopted by and large. In the subjects

other than languages every student has to offer a balanced combination of arts and sciences. No one can escape either the arts subjects or the science subjects. In other words specialization has been given the go by at this stage. But what is more interesting is that the proposed three year degree course in the University is also planned on this principle of balance. In other words the degree course would also be a general education course with more of "concentration" as well as "distribution" in it. Only the post-graduate course—the Honours course being given up—would be a specialized course.

So what we should note about this generalized course of education at the school level is that it is an end in itself. But that does not mean students would not be enabled to go to the Arts and Science Colleges on the one hand or the Professional Colleges on the other. Also a student completing the Higher Secondary could step into a Polytechnic to qualify for a skilled occupation.

In the United States it is seen that twenty per cent of the pupils seek jobs at the end of the elementary education stage. It follows that eighty per cent go to secondary schools. Sixty per cent of those passing out here seek unskilled occupations, and another twenty per cent proceed to Colleges. Thus the percentage of College-going students dwindles down considerably, which implies that only those who have a real aptitude for University education and who desire admission on merit take to it. It is hoped that the introduction of the re-organized courses of education in the school and the University will work out on the same lines in our country as well, and that all children will get equal opportunities to educate themselves according to their skills and aptitudes and that each one will become in course of time "a rounded person with a full understanding of himself and of his place in society and in the cosmos".

In conclusion, it may be stated that the re-organization will not only transform the lives of the children of this land but also effect a social revolution in the teaching profession. In the first instance the dignity and prestige of the profession will touch the high watermark: salaries of teachers at all levels will be considerably enhanced to reach parity with those of employees in other walks of life, the best brains in the country will be drawn to the teaching fraternity; and as a consequence of all this our country will be blessed in future with vast numbers of statesmen, administrators, scientists, scholars, technicians and skilled workmen who will certainly help it to take its place among the forward nations of the world.

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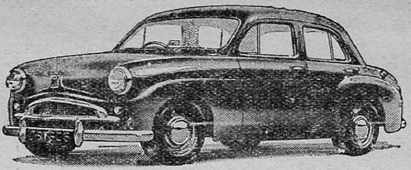

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EDUCATION AND THE SECOND FIVE-YEAR PLAN TO MADRAS

By

SRI E. H. PARAMESWARAN, M.A., L.T., M.L.C.

The First National Five-Year Plan came formally into operation from April 1951. It was largely determined by conditions prevailing at the time and its principal objectives were to make the country self-sufficient in food. On the whole, it may be stated that there has been a very fair measure of success in realising the objectives of the First Five-Year Plan. In drawing up the Second Plan, the objective of the Planning Commission has been that there should be an increase in the National income by about 25% during the period of five years and provision of employment opportunities to about 10 to 12 million persons. Again, the plan should give concrete expression to the idea of a socialistic pattern of society.

The size of the plan for the state of Madras was originally in the neighbourhood of 400 crores of rupees, but as a result of the discussions with the Planning Commission, it has been cut down to about Rs. 225 crores.

In this connection it is necessary to state that provision would now be made in the Central Plan for medium and large scale industries amounting to about 45 crores of rupees.

Excluding large and medium scale industries, the following figures indicate the break-up in the Preliminary Draft proposals of the Madras Government between different sectors of development :—

	Rs.
Irrigation & Power	100 crores
Agriculture, Forests, Animal Husbandry Dairying and Milk Supply, Fisheries and Co-operation	42 ,,
Small scale and Village industries, hand-looms and technical education	49 ,,
Roads and inland waterways	20 ,,
Housing, Town planning and assistance to local bodies	22 ,,
Other Social services including Education, Health, Backward classes, etc.	89 ,,
Community development and local development	32 ,,

Though the importance of education was recognised theoretically in the First Five-Year Plan, the provision of only Rs. 156 crores for educational development out of a total of Rs. 2,067 was inadequate. It was hoped that education would be given top priority in the Second Five-Year Plan, but in spite of all the pleadings of the Ministry of Education, Education has been given almost the lowest place. Even in the overall central

plan, the provision for Education is about 12½% of the total outlay and the share of our State has been considerably reduced with the result that we cannot expect much advance in the field of education.

What are the details of the Madras Draft plan for the expansion of Education ?

ELEMENTARY EDUCATION

The total number of children of the age group 6 to 11 in Madras State is estimated at 48 lakhs, and out of this, 26 lakhs of children are attending school today. Similarly, the number of children in the age group 11 to 14 is 25 lakhs and out of this only 7 lakhs are at school.

According to the Draft plan of the Madras Government, we are to have at the end of the plan period 36 lakhs of children in the age group 6 to 11 and 14 lakhs in the age group 11 to 14 attending schools. That is, at the end of the Second Five-Year Plan period in 1961, we shall be having 50 lakhs of children in the age group 6 to 14 attending schools out of 73 or 74 lakhs of children of school-going age. While according to Article 45 of the Constitution, we should have free, universal and compulsory education for all children up to the age of 14 within ten years from the enactment of the Constitution, we would have according to our Government plan only 70 per cent of our children in schools by 1961. It is a matter for regret that we are not to have cent per cent educational facilities for all children even by 1961.

What has been the experience of Russia and other countries ? In 1918, at the time of the Russian Revolution, Russia was one of the most backward countries in the world and had only 5 per cent literacy, when the percentage of literacy in India was 10. At the end of the first five-year plan, there was 45 per cent literacy in Russia and at the conclusion of the second five-year plan in 1928, 90 per cent of the population had become literate. Japan attained cent per cent literacy within a period of 15 years. Russia, Japan and China are object lessons to us, that by a mighty effort and sufficient will power, it is possible to mobilise the resources of a nation and remove the illiteracy and ignorance of ages.

The objective of the plan is to bring 17 more lakhs of children into the schools during the next five years. What is the plan for bringing these lakhs of children into schools ? It seems to me, that the plan has been drafted, not by people who knew the needs of education, but by those who had considerable experience in dealing with figures and statistics. Statistically, the plan seems to be all right ; but it shows a lack of understanding of the realities of the problem.

One of the chief obstacles in the way of children coming to the schools is the poverty of the parent. Even the child who comes to the school, comes half-starved, not having had enough to eat at home. The result is, the child merely gazes at the teacher in utter lassitude and so it goes on from day to day. Therefore, the proper feeding of children should be the prime concern in rearing up the young students. We were very glad that the Chief Minister of Madras gave an assurance on one or two occasions that steps would be taken to solve this problem of mid-day meals for school children. Now, we are mightily disappointed that, when the Government of India suggested the cutting down of the Madras Draft plan, our Government readily agreed to give up this item. Now, we find that a lump provision of Rs. 250 lakhs has been made in the draft

proposals for provision of mid-day meals. I consider this provision to be pitifully inadequate. For, it works out to Rs. 50 lakhs per year, and this sum is to be distributed among 36 lakhs of children attending elementary schools and so it works out to a provision of Re. 1/8 per pupil. Assuming that the school works for about 200 days in the year, the provision made for mid-day meals per pupil per day is only 1½ pies.

One defect of the plan is that it gives only in vague terms the targets to be achieved in the matter of opening of schools, enrolment of pupils, construction of class rooms etc., but it does not tell us how and by whom these are to be achieved. For instance, we are told that with regard to Elementary education the *number of additional classes to be opened is* 45 *thousand* and the *number of pupils to be additionally enrolled is* 17 *lakhs*, existing schools being enabled to take in more pupils. *The average pupil teacher ratio in aided schools is only* 25 whereas *in board and municipal schools the average is* 35. For the proper expansion of elementary education on a planned basis, it is necessary to have a survey of the position in the whole state. One important recommendation of the Parulakar Committee was as follows :—

> "It is necessary for the expansion of elementary education on a planned basis to survey the whole state so as to determine the location of new schools and read just the location of some of the existing schools so as to secure as far as possible, that every school age child has a school within a reasonable distance."

A sum of Rs. 245 lakhs has been set apart for the opening of new training schools, opening additional training sections and for the training of 50 thousand teachers during the five-year period. The plan takes for granted that 12,500 additional persons will enter the teaching profession annually by the opening of the new training schools. This is very doubtful.

Persons with adequate qualifications have to come for the teaching profession from secondary schools and unless secondary education is expanded, it will be difficult to get the large number without a lowering of standards. Besides, brilliant men cannot be expected to enter the training school unless the emoluments of teachers are made attractive.

The scales of pay proposed for Elementary School teachers and teachers in secondary schools are disappointing, inadequate and unsatisfactory. From the speeches of our leaders, the resolutions of the Central Advisory Board of Education and the several pamphlets and press statements issued by the Ministry of Education, we were fondly hoping that in the Second Five-Year Plan the teachers would have a fair deal and something more than a living wage. The Ministry of Education suggested a salary of Rs. 50 for the lowest class of elementary school teacher and Rs. 75 for secondary grade teachers in the scale of 75—5—150. But what are the salaries we are to have according to the draft plan of the Government : Secondary grade teachers in elementary schools are to have an increment of Rs. 10 in the salary, i.e. the grade will be 55—3—70—2—100 in Government and Local Body schools. But the Government are alarmed at the enormous cost and have proposed that the increase in the minimum pay of the teacher should be brought about in stages, 1/5 of the increase namely, Rs. 2 being allowed each year in addition to the normal increment.

Again, according to the draft proposals, teachers in Aided institutions are to get only Rs. 50 per mensem while the same category of teachers in Government and Local Body institutions are to get Rs. 55. It is unfortunate that even when the Second Five-Year Plan is being framed, the Government should have thought of making these invidious and meaningless distinctions between teacher and teacher.

BASIC EDUCATION.

In spite of all the talk on basic education, I am surprised to find the provision made for the conversion of the existing elementary schools into basic schools. The Government of India and our State Government have accepted basic education as the pattern of education but, according to the draft proposals, out of 24,000 schools that are in existence now, only 1,000 schools are to be converted into basic every year, and at this rate it would take half a centuary for all schools to become basic.

SECONDARY EDUCATION.

With regard to Secondary Education, provision is made in the draft plan for diversified courses, but no provision seems to have been made for the training of technical teachers, similarly, provision is made for the opening of additional classes in High Schools but there is no corresponding increase in provision for post-graduate training. The draft plan does not also give details regarding increase in the salaries of teachers working in secondary schools, training schools etc. A lump provision of Rs. 63 lakhs is made for this purpose for the Five-Year period and 8.54 lakhs for the year 1956-57. The Government does not seem to have made any provision for Housing Schemes for teachers, house rent allowances for all teachers in urban areas, holiday homes and health resorts as recommended by the Secondary Education Commission. It is very important that there should be an increase in the salaries of all teachers in Secondary and Special schools also, Secondary grade teachers, Pandits, Physical Education Teachers, Drawing and Craft instructors and Graduates.

The total cost of the proposals relating to Education comes to about Rs. 38 crores according to the draft plan. It is earnestly to be hoped that when the plans for Educational advancement are finalised, the allotment for Education would be much more than Rs. 38 crores.

பள்ளிக்கூட நூல் நிலையங்கட்கான புத்தகங்கள்

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டி. கே. சி. வரலாறு	...	1	8

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அன்று இரவு	...	3	0
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THE TEACHERS IN THE SECOND FIVE-YEAR PLAN

By

SRI G. KRISHNAMURTHY, M.L.C. (Madras).

The hope of any Nation lies in its children. A nation marches on the feet of its children. The progress of the children is the progress of the nation. Children can be neglected only at the peril of the nation.

We have to take full care of our children. We have to educate them fully.

Education is not the mere teaching of the 3 R's. It is the drawing out of the faculties in each child. The full utilization of such faculties alone can bring about the emancipation of the nation. A nation grows in prosperity to the extent to which it is able to keep its citizen active and employed. Economic survey is possible only with the full utilization in the country's cause of the latent talents of the citizens. Such drawing out of talents in the child for utilization later on as a citizen goes by the name of education.

The task of educating the child has fallen to the teacher. The teacher has to understand the potentiality of the child, draw out its talents and make it a useful citizen. Integrity, honesty and character so essential for a citizen have to be cultivated by the teacher in the child. This work demands the full concentration of the teacher.

Concentration is needed for effective work. There can be concentration in work only if one is not beset with worries. Worries have their source in the inability to get the needs answered. It may be contended that there is no end to a man's needs, and that needs multiply according to his desires. But there is no denying the fact that there are what are called 'mimimum needs'. These are with reference to food clothing and shelter. One can have no peace of mind if the above minimum needs are not satisfied. It is impossible to expect peace of mind and concentration in work from the teacher so long as the abovesaid needs of his are not satisfied.

The teacher is doing his best. But the circumstances in which he is placed, work against his concentrated work. The nation suffers to that extent. The teacher only feels sorry that the nation has not come forward to pay him a living wage, to get full concentrated work from him.

Whose duty is it to maintain the teacher ? Whose work is the teacher turning out ? Who get the ultimate benefit from the teacher's work ? Who lose ultimately by the inability of the teacher to do the full work ? Is it not the Nation ? Should not the Nation come forward to redress this grievance of the teacher ? It is not the teacher alone that suffers. It is the whole nation that is put to a loss.

In any planning for economic Swaraj the above factor cannot be ignored. In fact the attention to this point should claim the first place in the list of priorities in such a plan.

Want of finance is the plea usually put forward. For want of finance we can afford to delay any project, but not education. A particular area in the country may suffer by postponement of a project ; but the whole country is sure to suffer by postponment of matters educational.

Government do have difficulties. Demands there are from various areas of the country. Demands there are from various departments. Sufficient amounts are not allotted for the emancipation of teachers. Provision was made originally in the Second Five-Year Plan to meet the demands of the teachers. But again reduction has been proposed in the original allotment.

In spite of this proposed reduction, State Governments can pay the teachers at the original rates proposed in the Second Five-Year Plan, without touching their general Exchequer. How ?

Education benefits the nation ultimately. The immediate benefit goes to the parent. Is it unjust to tax the parent who commands educational facilities in respect of his children ? Cannot the parent be made to pay something to the teacher through a regularized procedure ? Should we simply say that education should be free in respect of all children—rich and poor alike ? What difficulty can there be for a parent to pay a *Guru Dakshina* in respect of each of his children ? What wrong is there in demanding *Guru Dakshina* from the parents in respect of the education of his child, when he is spending on so many other items as health etc. of his child. The offer of free education by any state should enable the parent to pay this *Guru Dakshina* more easily.

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PROBLEMS OF TEACHING ENGLISH IN INDIAN SECONDARY SCHOOLS

By

Mr. F. L. BILLOWS,

Education Officer, The British Council, Madras.

From all sides comes the cry of despair that the standards in English have fallen, have fallen disastrously, and that nothing seems to be of any use to stop a further fall. Some are pleased about this: "English must go," they say, "let it die a slow death in the schools." Some teachers agree with them, some are indifferent, and some others—perhaps many—are sad, but resigned, or discouraged to the point of having lost hope; only a few are refusing to admit defeat and are setting about the finding of an answer to the problems that seem so overwhelming. To those teachers who are indifferent there is not much to be said, but we should all admit that their indifference is very understandable. I hope that if any of them trouble to read this article they may be persuaded to abandon their indifference, because, if they do, they will certainly enjoy their work more—we cannot teach well what we only half believe in—and they will be rewarded by seeing their pupils develop better and more quickly, and far more happily, through their work.

It is not for me to say whether English should be retained or not, but those who are glad to see English dying, and hope it will rot slowly like the stump of a felled tree, should remember that the decision to leave English in the curriculum has been made and has been repeatedly confirmed. It is possible that the decision may be reversed, but until it is reversed no conscientious teacher can allow so large a proportion of the pupil's time as is now spent on learning the English language to be spent in vain. We have to remember that everything which we teach is not only taught for its usefulness, but also for the part it may be expected to play in the general development of the young, growing mind and character. A foreign language effectively taught can increase the ability of the pupil to think and to make use of his own experience, and also his ability to use his mind and imagination to deal effectively with the experience of others that would be beyond his reach except through a foreign language. If our teaching of language has not done this for the child, if we have allowed him to reach the end of the language learning process at school discouraged, with his mind stunted rather than developed by the process, convinced that language learning is a strain and the learning of other languages beyond his powers, we have betrayed him as surely as if we had sold him into slavery. As long as English is the means by which we help the pupil's mind to develop and grow beyond his own—necessarily limited—experience, we must teach the language as efficiently as we can, so that it does its development work effectively at school and leaves the pupil with a useful tool at his disposal afterwards; but we must also see that he is left with full confidence in his powers to overcome other obstacles in the future and learn other languages without strain. To learn defeat at school is to find defeat almost inevitable afterwards.

There is no other way to break the spell that such a sense of defeat and discouragement puts on teacher and pupil alike, but active and determined efforts to overcome whatever difficulties we can see; but many of the younger teachers now coming into service have grown up

to be accustomed to defeat and expect nothing else. How can we convince them that defeat is not necessary, and that successful language teaching requires no superhuman efforts and no genius? To some extent all advances in human knowledge and technique depend on an act of faith: a man must first believe, and often without much evidence; he must first have confidence that the world is well made, the mind well designed for its work, the solutions of all problems that concern man's welfare within the reach of resolute and prolonged effort. We can strengthen the faith of language teachers by demonstrating that active use of language to deal with the pupil's experience in relevant situations has more effect on the mind of the pupil than a mere trading of words for other words, but there comes a time when the teacher has to take the plunge and try it himself. No knowledge about what can be done by others can teach us as much as we can experience ourselves. If we expect this plunge from an experienced teacher who has been working for some years on the assumption that his work is to give his pupils the meanings of words and facts about language, rather than give them opportunities to use the language and feel the effects of their using it, we are expecting a very great deal. We must realize that very few teachers now working in India have ever been trained systematically in the craft of teaching—or rather presenting—language. In the old days the English language was allowed to teach itself by being used for every purpose in school, the English periods were used for tidying up and systematizing what was learnt elsewhere, and developing a love for reading and an appreciation of literature. Any skilful teachers who have developed a successful method of teaching English since it ceased to be the medium of instruction have largely trained themselves. At the training colleges and on refresher courses there has only been time to tell trainees about the teaching of language, there has been no time to give them systematic practical training in how to relate language to the experience and activity of children. Probably this is the greatest obstacle to successful language teaching that we have to confront. If teachers have failed to take the plunge because of lack of faith, or if they have timidly taken the plunge but have been over-whelmed by the difficulties of finding their way without guidance, we should not be surprised.

We may tell a teacher that his work is not to give the meanings of words and sentences, but to give his pupils the opportunity of using language in a natural way in relation to the situation they are in, but if we have not shown him how to do this, nor given him enough opportunity to do it under guidance, we have set him a very hard task. Yet some do work out, on the basis of a few hints such as these, an effective way of teaching language that does not outrage the natural way of working of the pupil's mind. Language is intended for—is a means of—dealing with experience; without experience to deal with, language is bound to be dead. Common sense tells us that we cannot learn carpentry on imaginary wood, nor painting on imaginary paper or canvas; common sense tells some teachers that language cannot be learnt through dead sentences made up only to illustrate a type of usage, and not to do any work in the world, and certainly not through words being learnt in isolation in lists or even in sentences, if the sentences are not made real to the pupils. Yet common sense has not done this healing work for every teacher, and many are teaching by giving the meaning of words, and reading over sentences or a connected narrative without attempting to relate it to the pupil's experience.

There is no need for the text-book to deal with the pupil's experience —it should provide in fact, an opportunity for him to get outside his own

experience—because the teacher is better able to do that. The teacher lives among his pupils and knows them ; he should introduce and teach all language material through using it in class to deal with the situation that the pupils are in. But he has seldom been trained to do this and many teachers are hardly aware that it is necessary. They are afraid that if they teach the language patterns and words of the lesson in any context but that of the book, they will have no time to finish the book ; they will be blamed, and their pupils will fail in their examinations. Whereas the truth is that if the words and sentence patterns are taught effectively in real life situations well understood and concretely felt by their pupils, they are more quickly and effectively learnt, the lesson is read more easily and quickly and the teacher's work in teaching it is reduced to little more than giving guidance in pronunciation and intonation. If, besides this, a teacher divides his class up into groups to practise what he has taught them to a degree of greater fluency than he otherwise has time for, he will find that even his oral work requires less and less effort. But the act of faith is necessary, and who can expect that act of faith without a great deal of practice under skilled guidance ?

Senior teachers who have found their own way to teach language as a living experience, to develop and activate the minds of their pupils,—and not just to puzzle them with a maze of words—on the basis of their own common sense or a few hints such as I have just given, have an urgent duty to their younger colleagues to show them by example and timely and tactful advice how to take the plunge of using the language in the classroom for every purpose ; it is difficult to see how these younger teachers can otherwise be trained and it is this lack of training, and the lack of confidence that follows from it, that is the greatest single barrier to effective language teaching in our schools. If there can be effective co-operation between all the teachers of English in a school, and, better still, if the teachers of other subjects can help by recommending mental arithmetic problems, subjects for discussion, books to be read and projects in connection with their work to be undertaken in the English language, we shall see an increase in the effectiveness of our language teaching in general, easier and more complete mastery of the text-book, and a correlation of all subjects in the curriculum through English. But teachers must first believe this and secondly take the plunge and carry it out. Can we expect such a demonstration of faith in the value of the growing mind and character, and in the effectiveness of concrete experience to help it develop ? Let us all hope we can.

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EXERCISES AND GROUP WORK IN THE TEACHING OF ENGLISH

DR. MISS JEAN F. FORRESTER, B.A. (Hons.), Ph.D. (Lond.)
St. Christopher's Training College, Madras.

It is important in the teaching of English that we should clearly distinguish between exercises and tests. Exercises are for practice. The very word itself tells us that. They are meant for exercising certain skills and patterns so that we may acquire fluency in the use of them, just as physical exercise is taken so that we may come to make certain movements with ease and precision. Tests are to enable teacher and pupils to discover how much of the material studied has been learnt and retained over a period of time, and where further teaching and practice are required. Let us, however, leave aside the question of tests for the present, and consider exercises.

Exercises should be simple and long enough to provide sufficient practice in the correct use of the form or sentence structure that has been taught. Everyone in the class should get at least sixty per cent of the examples right and about half the class should have every example right. We must put completely out of our minds any idea of 35% or 40% pass mark as satisfactory. We need to remind ourselves again and again that if in an exercise on, say, framing questions, comparisons, if sentences, passive voice or any other point, a pupil gets more examples wrong than right, he does *not know* his work. That is why anything less than 60% success, that is, an exercise in which more is right than wrong is quite unsatisfactory.

If, also, we remember that when a pupil gives in an exercise full of mistakes he has had practice *in making mistakes*, we shall see how important it is that we should make every effort to see that he practises the right and not the wrong forms. The question is, how are we going to do this in a class of forty-five to fifty pupils ? It is quite impossible for a teacher to find out before the exercise has been written if every pupil knows how to do it properly. Even if he does it orally in class not every pupil will have a chance of doing one sentence. If the teacher asks the slower pupils to do it orally in class, the pace of the lesson will be slow as the teacher will have to correct frequently. Worse than that, the other slow pupils and the average pupils may have to listen to so many mistakes that they will be confused rather than helped by work done orally.

It is best that the teacher should first demonstrate and illustrate the correct form himself several times using examples from the pupils' own experience, so that the form instead of being a mere string of words will have real meaning to the pupils. Let us suppose, for example, that the teacher is teaching the comparative degree of adjectives. There are plenty of examples to hand in the classroom : X is taller, fatter, thinner, shorter, older, younger than Y'. 'A's pencil, pen, arm, leg, nose, hair is longer or shorter than B's.' 'C's book, shirt, bag, pen is newer or older than D's.' The teacher will choose the brighter pupils to help him to illus-

trate this so that the rest of the class will hear correct sentences, though he will occasionally ask a slower pupil to repeat a sentence given by one of the brighter pupils. This stage should not last more than about 10 minutes, if most of the sentences given by the pupils are spontaneously correct. If the pupils have difficulty, naturally the teacher will prolong his own illustrations and help the pupils with questions which will give them the ideas and require them only to put the ideas into the correct form. It may be worthwhile pointing out that there are always two stages in learning to use a new structure. The first is that in which all the ideas are given to the pupil. "Mohan's pencil is longer than Gopal's." "Whose pencil is longer than Gopal's ?" The pupil has all the material for his answer supplied by the teacher. The next stage is where the teacher indicates the two objects to be compared and leaves the choice of the adjective to the pupil. A further stage, of course, is that in which the pupil looks around him, or uses his imagination and memory and produces his own sentence.

After the teacher's demonstration comes the period of practice, either through an exercise in the class reader or through an exercise provided by the teacher. It is at this stage that group work can be useful. The class should be divided into groups of not more than five or six in a group with the able and slow pupils distributed between the groups. If there is sufficient blackboard space for each group to work its exercise on a board that is excellent, for the teacher can see at a glance where his help is needed. If this is not possible the teacher can set as many of the groups as possible at work on the boards and let the rest work on paper. Coloured chalk on old newspaper is sometimes a possible substitute for the blackboard. It is not necessary that every group should do the whole of the exercise. The writer has often divided an exercise up so that every example is done by three or four groups but so that no one group has all the exercises to do. When these are written up, the groups are given a short time to look at the answers that they have not done to see if they want to make any changes. The teacher then goes through the work asking the class if the sentences on the board are correct and clearing up any difficulties. The pupils are then allowed to copy down any five examples they choose and learn them for home work.

A further stage in group work comes when the pupils are asked to make up their own sentences using this structure. They have not really learnt the structure until they are able to do this. It is because many teachers do not go on to this stage that they are able to say of their pupils that they can do a grammar exercise correctly but cannot write correct sentences in composition. The last stage in the teaching of this structure should be a little composition in which the pupil is asked to write a paragraph comparing two people or two things, having been reminded by the teacher that this is an opportunity to use the new structure he has learnt.

And how is the teacher to find time for this ? Do not spend so much time questioning on the *content* of the stories in the reader. But to develop this would require another article, and I have already used up my quota of words.

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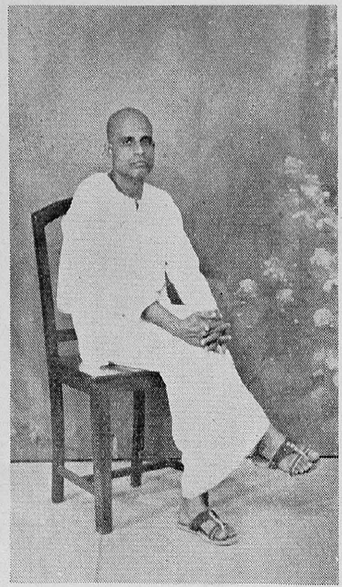

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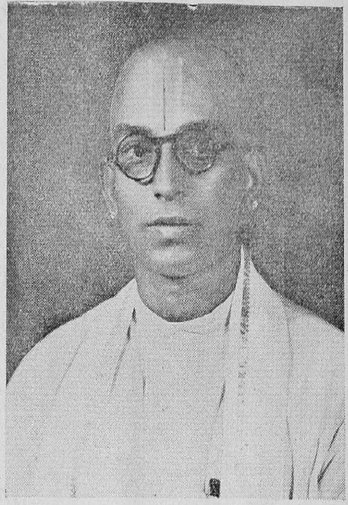

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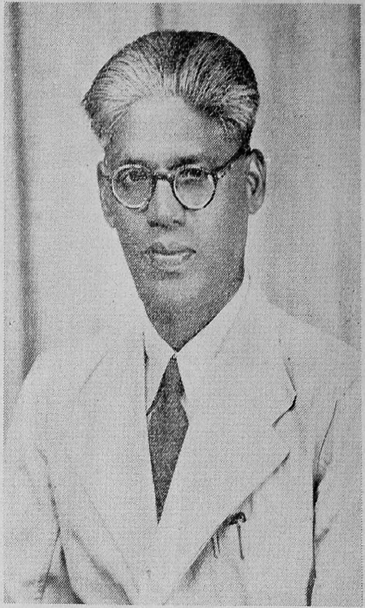

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SOCIAL STUDIES IN SECONDARY SCHOOLS

By

PROF. M. VENKATARANGAIYA.

The value of Social Studies as a part of the courses in Secondary Schools has not yet ceased to be controversial. There are several who still think that a separate study of History, Geography and Civics is a lesser discipline than Social Studies which is a comprehensive term for all these three subjects put together. Social Studies was substituted for these subjects some six years ago. There is however a feeling now that pupils do not really get any sound knowledge of either history or geography by going through the course in Social Studies or grasp the fundamental connection between History, Geography and Civics which is the general aim of Social Studies. The original aim with which the new subject was introduced is not being realised and it is therefore concluded that the better course will be to go back to the traditional subjects of History, Geography and Civics.

This is however a mistaken view. What is needed is to enquire why the original purpose is not being achieved and take steps to remedy the present situation.

There are sound academic arguments in favour of Social Studies. What boys and girls in schools have to learn is the process of social living—a knowledge of the process, of the way in which it has evolved and how it is different from country to country and from time to time. The traditional study of History or Geography did not help very much in gaining this knowledge. This is the main reason why their place was taken by Social Studies. Man has to learn that he does not live alone, that he is a " Social " animal, that he has always to adjust himself to the needs of the several groups of which he is a member—whether intentionally or not—that each of these groups serves a different purpose, that group life is dynamic, that it is determined partly by the geographical and physical environment and that certain types of group organisation are lesser (or worse) than others. It is round " group " life that all studies should be centred and this is best achieved through a programme of Social Studies instead of through History or Geography or Civics in isolation.

One reason however which has to some extent been responsible for lack of success in achieving this aim is the quality of the teaching personnel. In the higher forms of Secondary Schools the subject of Social Studies is no doubt handled by graduates. But these graduate teachers come with a specialised knowledge of either History or Economics or Geography (in some cases) and do not possess an acquaintance with the inter connection among these subjects. Theirs is a narrow and limited point of view and they do not have opportunities of obtaining an understanding of the broader aspects of social life as such. Even while undergoing training for the teaching profession there is no adequate opportunity for this purpose. It is because specialists in History or Geography or Economics handle the teaching of Social Studies in Secondary Schools that the teaching of the subject has not produced all the results expected of it.

What is therefore necessary is that " Sociology " should become the core subject in the degree courses of our universities and we have to

recruit teachers of Social Studies more and more from among those who have specialised in Sociology. Sociology of course is a new subject and several universities in our country have not taken favourably to it. To some extent this may be due to its not having occupied a respectable place in British Universities which in the past were our models in the field of higher learning. In the case of those who have not specialised in Sociology in their degree course provision should be made for its study during the period of their training if they wish to become teachers of Social Studies. This is the first change that is required.

The second drawback in the teaching of Social Studies is the absence of adequate material for the purpose and the use of old fashioned methods. This is of course not the peculiarity of the teaching of Social Studies. It applies to the teaching of all subjects. The Syllabus in Social Studies lists a number of activities for which provision should be made if the teaching is to be effective. The making of maps, charts and pictures, Geographical Survey of the locality, dramatization of scenes, group study and interpretation of statistical diagrams, travel enquiries from travel agents, the holding of class assemblies, a mock U.N.O. session, and excursions are some of the activities thus listed in the Syllabus for Form V. There are similar lists for other forms. But it is very rarely that activities like these are encouraged. In most cases there are no facilities for the purpose. There is not even a separate room where pupils can assemble for carrying on these activities. There is no supply of materials required. Reliance is completely on instruction by the teacher in the form of a lesson (if not of a lecture) and more frequently in the form of notes to be memorised and reproduced at the time of the examination. Inspecting officers rarely go into this question of students' participation through activities.

A third drawback in the teaching of Social Studies is the excessive worship of the text-book by the teacher and the pupils. The only book read is the text-book. Very few of the teachers go outside it to elaborate the points or observations it contains. And no text-book can give all the information that is needed. Moreover text-books have to be limited to a particular size. They must be priced cheap. The majority of the pupils cannot afford to buy a costly one—big in size, well-printed, well-illustrated and highly informative. Moreover the text-books have to follow rigidly the syllabus as laid down by the department. There is not much scope for experiment or originality on the part of the text-book writer. It is on such text-books that complete reliance is placed both by the teacher and the pupil.

This is one of the saddest features of the teaching of Social Studies. It was not so when history or geography was taught as a separate subject. In these subjects very many books of reference—on Indian History, British History, World History—are available. Enterprising teachers have access to such books. Social Studies is a new subject even in other countries. Books on it are not many. Even the few that have been published are not known to the teachers of the subject. Very few school libraries can boast of having even a dozen books bearing on it. The situation has become much worse in consequence of the regional language having become the medium of instruction. There are practically no books of reference on Social Studies in the regional languages.

The departmental syllabus also requires complete revision. Take for instance the syllabus for Form IV which is centred round world history

in the main—the rise of democracy and parliamentary government, revolutions in the different parts of the modern world, the awakening of Asia, etc. But all this is an abrupt introduction to the subject for which the ground has not been prepared in the earlier forms. It should also be the duty of the department to issue from time to time a list of new books published on the subject and of the educational magazines which are helpful to the teachers of Social Studies. There is no such clearing house or organisation to-day. Teachers' associations are engrossed in problems of an entirely different character. The Educational Department is the only agency that can accomplish this task. It has the resources required for it.

It thus becomes clear that Social Studies should be retained as a subject of study but that it should be taught by teachers who have specialised in Sociology and that in teaching it more stress should be laid on activities in which pupils can participate than a classroom instruction by the teacher. More use should also be made of books of reference and of magazines and departmental syllabuses should be revised, on a more rationalistic basis. Attention should now be directed to bring about these changes. It is only then that Social Studies will be effective as an instrument for training the pupils to become enlightened and useful citizens in the free and independent India of which we are all legitimately proud.

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Secretary, Madras Library Association.

THE NEED FOR A SCHOOL LIBRARY.

There are different opinions regarding the objectives of Education. But the ultimate aim is to prepare a child not only to earn a livelihood at a later stage but also to prepare him to be a useful limb of society.

Rate of Growth of Knowledge.

In this connection we have to take into account the rapid changes taking place in the world we live in. Every day new knowledge is added by a process of lamination of old ideas. Knowledge goes out of date even within a year. It is quite essential that the pupil, while at school, should be equipped with all new facts to enable him to face life successfully at a later stage. This could be done by expanding and intensifying the school curriculum. But experience has shown that this method of augmenting the curriculum every now and then has many dangers and difficulties. Hence we should look at this problem from another angle.

All the ideas in the realm of knowledge could be classified into two groups—the basic knowledge that every pupil should possess and the informational type which he can find out from printed resources. It is perhaps sufficient if the teacher could equip the pupil with all the basic type of knowledge and then teach him the use of books—informative books, ready reference books, like encyclopaedias, dictionaries, year books, atlases, etc. from which information could be had as and when required. This factor will necessitate the establishment of an efficient school library.

Compulsory Education.

The second force which will urge for an efficient school library is the introduction of compulsory education. With the advent of this factor, a large number of pupils are drawn to the school. The classes have become unwieldy and as the natural result of the classroom method as it obtains today, has become largely a mass-method and the teacher has no time for the odd student, whether below the average or above it. The intelligent pupils get bored ; the average students do not quite follow the classes and the less average students suffer greatly.

Secondary Education Commission.

To mitigate these evils the Secondary Education Commission has recommended the adoption of the principles of " Activities Method " and " Project Method " by which each student may be given a chance to develop at his own pace. The Commission says :—

> A well thought-out attempt should be made to adopt methods of instruction to the needs of individual students as much as possible so that dull, average and bright students may all have a chance to progress at their own pace.
>
> Students should be given adequate opportunity to work in groups and to carry out group projects and activities so as to develop in them the qualities necessary for group life and co-operative work.

As the proper use of a well-equipped school-library is absolutely essential for the efficient working of every educational institution and for encouraging literary and cultural interests in students, every secondary school should have such a library; class libraries and subject libraries should also be utilised for this purpose.

Fifteen years ago, John Sargent, the then Commissioner of Education, expressed the same idea in different terms. He said that the library should be literally and figuratively the hub of every educational institution. The whole curriculum must be made to radiate from this hub. These utterances clearly point out that the school library is the centre to which the pupils may bring their varied experiences, problems ,and questions. Here they may discuss and pursue them in search of new light from the experience of others and specially from the accumulated wisdom of the works collected, arranged and displayed in the library. This is also the view of John Dewey, the American educationist.

Location of the School Library.

The school library should be located at a central place in the school building. There should be enough space to store the books on the basis of 24 volumes per pupil. Further, there should be a reading room in which every pupil should be allowed 12 square feet of floor area including table space, space for chair and a gangway behind the chair. Roughly an area of 480 sq. feet is required for seating a class of about 40 in the reading room. The racks may be arranged either along the walls leaving out the window spaces or at the centre of the room in parrallel sequences with a gangway of about 6 feet. It is advisable to have the journals separately. It is not possible to give in detail the different methods of arrangement of the stack-room in a paper like this. It is quite essential that the reading room should aesthetically decorated so as to make it a place of attraction.

Reading Materials.

The Library should contain maps, journals and books suitable for children of all stages. The books themselves should be of four types :—

(1) Books for youngest readers, the picture books, fairy tales, etc. These books should be in large type and profusely illustrated.

(2) Books suitable for children between the ages of 10-16. This collection should consist of a large number of copies of several editions of the classics, the books which every child must read and the best books which are liked by the children though they may be intended for adults as well. Books on hobbies, travel, biography, etc. should find a place in the library. In fact, this section should be as widely represented as possible.

(3) There should be a periodical section which may contain not only the periodical distinctly intended for children but also illustrated magazines such as *National Geographical Magazine* and such other adult periodicals which all children like.

(4) A reference library containing atlases, encyclopaedias, dictionaries in all languages, collected works of classic poets in English and the regional languages and also books like dictionary of quotations, proverbs, year books, etc.

Book Famine.

The chief difficulty that stands in the way of the successful functioning of the school libraries of today is the absence of sufficient quantity

of children's books in the regional languages. While the publishers are eager to bring out text books, there is hardly anyone specialising in the production of children's books of a general nature. This is largely traceable to the fact of the operation of the law of supply and demand which has not reached sufficient dimensions to attract enterprising publishers. The Secondary Education Commission has examined this problem and has recommended that the Central and State Governments should devote sufficient attention to this problem and encourage the production of suitable books for children. It believes that 'if school libraries are better financed and are able to buy larger number of books and if a love for reading is created in the students and eventually in adults with the increased purchase of books, the law of demand and supply will come into play and more and better books will be published.'

Every school should have a committee of a few senior teachers and a few senior pupils with the headmaster as the chairman. This committee should be entrusted with the work of selecting books for the school library. Of course, there should be a separate library for the teachers for which the selection of books may be made by a committee of teachers alone.

The School Librarian.

It is not sufficient to have an attractive room to house the school library, nor is it enough to have good books and pupils eager to read. The school library will become a mockery if it is not placed in charge of a full-timed trained librarian. The headmasters, educational administrators, and even the Government do not seem to realise the necessity and urgency of this matter. They seem to be contented with leaving the school library in charge of an unqualified man who is usually asked to assist the head-clerk of the school rather than to look after the library. At the other extreme, some one with sufficient academic qualifications, but a never-do-well in any job, but being a protege of a member in the Administrative Committee, is appointed to this place. Such things must not be allowed to continue.

As the Secondary Education Commission has pointed out, the school library requires 'the services of a highly qualified and trained librarian who should be on a par with other senior teachers in pay and status.' Arnold Bennett says that if libraries 'spent less on books and more on educated staff, far better results would be obtained'.

Conclusion.

Maintenance of efficient school libraries and encouragement of the pupil's reading under proper guidance, will have far-reaching results. I am sure that the pupils when they come out of schools equipped with efficient libraries will be very enlightened citizens, well-equipped to shoulder the responsibilities of citizenship.

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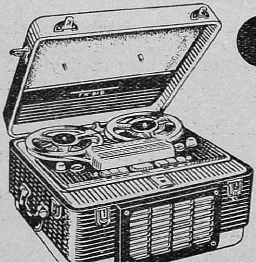

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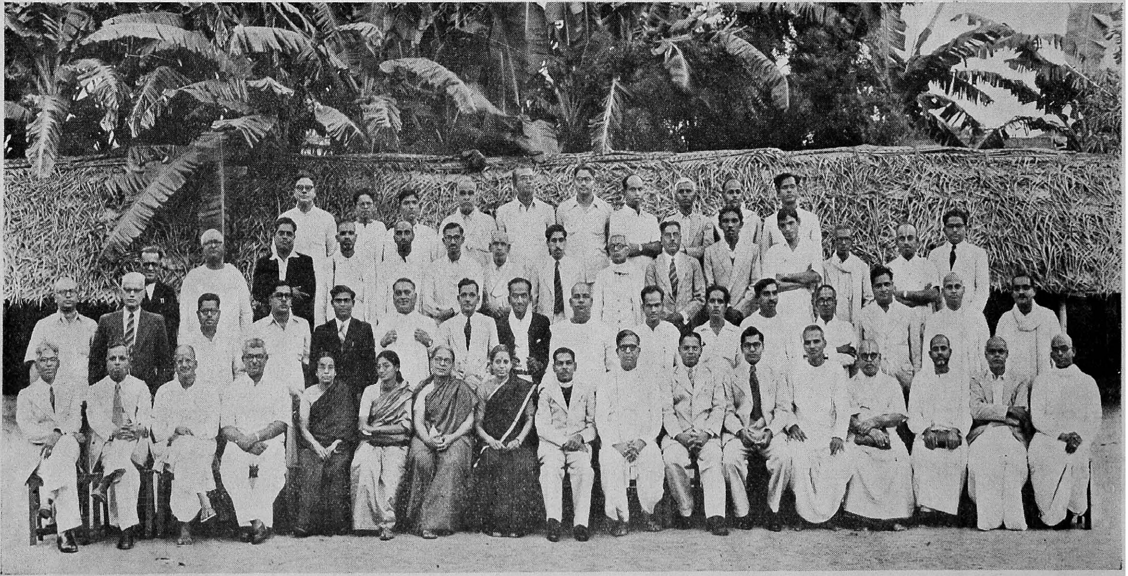

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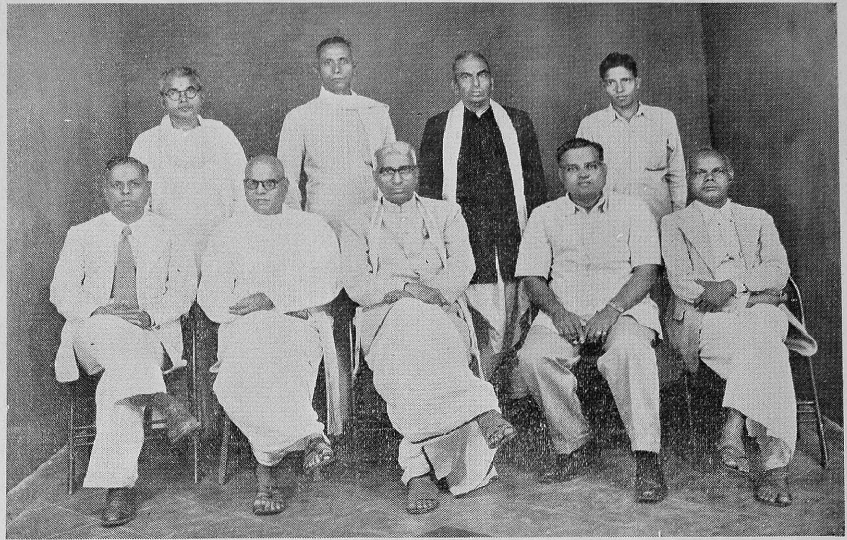

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SCHOOL HEALTH EDUCATION

By

MAJ. V. KRISHNA ROW,

Medical Officer, Presidency College, Madras.

(Ex-Research Officer, Indian Council Medical Research).

The health reports of Municipalities and of educational institutions reveal that the Indian children and students are below the averages for height, weight, and physical development than the children of other Nations. Nearly 50 to 60% of them are sickly, under-fed, and under-developed, ailing from one disease or another. The common remediable diseases of childhood are eye-troubles, dental diseases, ear-aches, tonsillitis, stomach-aches, heart-diseases and venereal diseases too.

That these diseases of childhood have affected the later adult life, could be judged from the fact that these same diseases have been held responsible for the rejection of recruits to the Indian Army by 37%.

School Medical Inspection.

The *aim* of medical inspection is—" the true welfare of every child studied (for to-day the individual child is made the basis of entire educational programme) and not the mere collection of data for statistical purposes. This will materialise in improved health and vigorous mentality of the individual child. The collection of data will also serve the cause of public health in preventing infantile mortality " (which is high in India).

The *objectives* are : (1) To prevent the admission of physically unfit pupils ; I can give number of admissions into higher studies with practical blindness (vision 6/60), deafness, heart-diseases, epilepsy and neuro-psychaesthenia, (2) to ensure prompt treatment of remediable defects, (3) to avoid the spread of communicable diseases, and (4) to create and develop healthy habits and living.

The *functions* of a school medical service and programme are schematically shown below :—

SCHEME OF THE SCHOOL MEDICAL SERVICE

(i) Points of Control

Minister for Education

Child Welfare Committee

Office

Out-of-School children committee

Nurses & Health visitors.

—Chief Medical Officer—

After-care Committee.

Tuberculosis Committee.

Propaganda committee.

School health committee.

Subordinates.

After-care officers.

500 Medical Officers to examine 3 lakhs of pupils in the schools, belonging to

Government | District Board | Municipalities | Private | Unrecognised

(ii) Points of Contract

Periodical health examination of school-pupils.

Free medical service, day or night.

Sick visited.

Dental and ophthalmic treatment obtained.

–School medical service

Advice & encouragement given.

Hospitalized treatment obtained.

Surgical treatment obtained.

Medical treatment obtained.

Physical training and graded exercises attended.

N.B.—This scheme of medical inspection has been submitted to the Government of Madras, as a member of its Health Education Committee.

It will not be a financial burden to the school-managements to initiate this beneficial scheme in all schools. The medical inspection is but a means to an end—to insure the health and happiness of the future citizen. The discovery of physical and mental defects among the school-

children is of importance only in so far as it is remedied or is of assistance in the understanding and prevention of diseases. It is the *cheap ounce of mixture that spares the costly pound of cure in later adult life.*

In India, the history of school medical inspection is a chequered one. Individual educationists, like the late Mr. V. S. Srinivasa Sastri and Prof. Seshadri interested themselves in this scheme, but did not serve the purpose of a uniform policy. Mrs. Annie Besant pioneered a scheme of medical inspection, during 1914-1915. In 1917, the Madras Government deputed two I.M.S. officers to report on medical inspection, and their report has never been published. Following the report of the Calcutta University Commission (1917-19), the importance of medical inspection was realised and schemes were then formulated. In 1920, Bengal initiated a scheme of medical inspection with the Calcutta University Students' Welfare Committee, but to-day, its activities have receded into background. The Punjab Government instituted a very good rural medical inspection scheme, but owing to lack of public support, it fizzled out. In Bombay, under the auspices of both the University and the Municipality, there is a regular medical inspection of school-children with after-care treatment, even to this day. In 1925, the late Rajah of Panagal introduced the scheme of medical inspection in schools, but this beneficial measure slowly dropped out, for various reasons. Only in the Corporation of Madras the scheme is existing to-day. In 1927, the Madras University made the inspection of new entrants to the Colleges compulsory, with the instruction—

> " all that is required of the certificate is that the new student to the University studies (Junior Intermediate and III Year classes) is in sound health and if there is any defect, the same should be noted by the medical officer, together with suggested treatment ".

The medical inspection reports are all " filed ".

In 1929, the Mysore University (after the report of the Skeene Committee on Military training) introduced a scheme of medical inspection with a full-time doctor, but this was slowly given up. To-day, there is no scheme of medical inspection in schools, as earlier. In 1939, the Madras Health Act was legislated (first in India) with the glaring ommission of the section on medical inspection, unlike the American and British Health Acts.

In 1938 and in 1948, two Health Education Committees in Madras considered fully the scheme of medical inspection. At the 1948 conference (presided over by Mr. T. S. Avinashilingam, Minister for Education), it was decided to start a short intensive course of training in health education for all school-teachers ; but this scheme has been held up. In 1951, the Madras Government took renewed interest in the medical inspection, only in the 9 Government Arts Colleges and introduced a clinic, to implement the medical inspection scheme (after-care treatment). This has cost a non-recurring expenditure of Rs. 9,000 for the building and an annual recurring expenditure of Rs. 3,200 on the staffs and free supply of drugs to students, irrespective of their social or economic status. A College clinic, of this kind, to exclusively cater to the students, is the first of its kind in India.

The *obstacles* to school health reforms are—

(1) Public ignorance and indifference to health problems: health is nobody's concern, unless one *actually* falls ill.
(2) Lack of financial support.
(3) Lack of technically trained and experienced personnel;
(4) Stigma associated with diseases like tuberculosis, leprosy, and venereal diseases.
(5) Lack of basic health knowledge on which to build health control measures; and lastly.
(6) Political interference.

But the most important reason for the failure and non-appreciation of the medical inspection scheme is that health problem is treated in a *laissez-faire* manner, as a secondary social question and not as a primary socio-political reform (vide Indian Constitution Act). In educational institutions, in the teachings of the *Three R's*, the principle—*Mens Sane Inropore Sano*—has been absolutely ignored.

Teachers' Role: The teachers' role and knowledge about the physical condition of the pupils are very important. The training of teachers for the detection of the signs and symptoms of communicable and other common diseases should be an important item in the field of elementary education. In all advanced countries, the teachers' role is considered to be the *keystone* of medical inspection. His vocation is one of active participation in the life of the pupil. Realising this, the 1948 Health Education Conference approved a short course of training in health education; but this scheme is yet to bear fruition.

As one who has been intimately connected with the students' health and studied the problem, for more than 25 years, I venture to submit that we can certainly assure our children (future citizens and leaders) peace and happiness, by attending to their primary health-needs, which is basic to all human activities, by carrying out a full-fledged programme of medical inspection in all schools and for all pupils, in the five-year plans, for the *onward march of a Nation depends upon the feet of little children.*

Where there is no vision, the people perish.

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MEDICAL INSPECTION IN SCHOOLS

By

SRI C. C. ABRAHAM,

Principal, The Y.M.C.A. College of Physical Education, Saidapet.

It is not necessary to point out in particular the need for Medical Inspection in our schools. It is fairly well-known that the health status of the people of India is of a very very low standard. The average expectancy of life in India is only 31 compared with 62 in the U.K., 66 in Australia and 68 in New Zealand. Millions of people in our country suffer from Malaria. Tuberculosis is spreading fast and is rapidly becoming a very serious health menace. Diseases like typhoid, cholera, dysentery and small-pox take away many lives every year.

A casual visit to one of our schools is enough to convince one of the low level of health among our school children. Very nearly 50 to 60 per cent of our school children suffer from malnutrition. Others suffer from tonsils, adenoids, defective vision, defective hearing, skin diseases, etc. Over 50 per cent of our school children suffer from postural defects including round shoulders, lateral curvature of the spine, protruding abdomen, knock-knees, flat feet, etc. It will also be clear to a casual visitor that our children do not keep pace with their chronological age. Many children are stunted in growth. They are not as tall and heavy as they should be. There is no doubt that there is physical degeneration and deterioration. Besides physical defects and deformities, our children also suffer from mental worries and anxieties and emotional tension.

It is therefore evident that every possible effort should be made to raise the standard of health of our children. Parents have a great responsibility in this matter. But with low economic standards now obtaining in our country we may be expecting too much from the parents. Besides, due to lack of knowledge and experience parents do not take full responsibility for the health of their children. The School and the State therefore should play a very important role in this matter. Medical Inspection in schools should become the starting point in a School Health Programme.

The aim of Medical Inspection is to diagnose and discover the defects of children by a thorough physical and medical examination. Such inspection should be done by qualified doctors. In Western countries, Medical Inspection of school children is in the hands of doctors who are specially trained for this task. It is high time that we establish in our country a corps of medical men who have been specially trained to diagnose and deal with childhood defects.

Medical Inspection without adequate follow-up work is absolutely a waste of time. It is therefore very important that the defects discovered at the time of the medical inspection are followed up and corrected. This is very very important. If the defects are not corrected early in life, they will show in some form or other in later life. The correction of the defects is in many ways a parental responsibility, but here again the State must come to the help of the children.

What we may do in India is to start with a "Community Doctor", to be in charge of a few schools in a locality. His function should be to give every child a thorough physical and medical examination at the time of joining the school. Defects discovered should be corrected either

with parental help and co-operation and in the case of indigent cases, such defects may be corrected at a Government clinic or hospital, absolutely free of charge. Such clinics may be kept open for the use of school children only, at certain specified hours during the day. If we can evolve a system of "Community Doctors" conducting the examination and the Government clinics and hospitals correcting the defects, we will be on the road to bettering the health of our children. So far we have not made any effort in our country in this direction. While crores of rupees are being spent for developmental purpose which are absolutely necessary, it is a tragedy to see that our children who will be the backbone of the nation are completely neglected. We shall be able to build a stable society in India only if we look after the health of our children.

School Health Service, with Medical Inspection and Follow-up work should become an important aspect of school administration. Money will be required for this purpose, but the investment will yield rich dividends.

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YOUTH SERVICE

By

Sri V. S. RATNASABHAPATHY,
State Secretary, The Bharat Scouts & Guides, Madras.

THE AIM

The aim of the Youth Service in any country should be to help the individual boy or girl to become a good citizen, to find a useful job and earn a fair living in it, and to enjoy a satisfying personal life. One can add to this, many other subsidiary aims to help in the development of boy into a full man with all the good attributes of manhood and manliness, or in the case of a girl, the best womanhood.

Though the time will remain fundamental throughout, the methods and the means to achieve the aim will have naturally to vary according to the changing times based on the conditions that exist in any place in relation to the traditions of the past as well as the requirements of the future. In this matter it is recognised on all hands that the system of education takes the foremost place in the service of the youth with all its Universities, the Colleges, the Schools and even the very elementary and basic educational institutions. There is no gainsaying the fact that children react greatly to the type of education they get in their schools.

THE SYSTEM OF EDUCATION

There are various criticisms in favour or otherwise of the system as obtains today. It is this system that is responsible for producing the present day leaders in our country and there could be therefore no defect in it. On the other hand we often hear of criticisms against the present system that it is bookish, that a good deal of cramming is encouraged in order to produce good results in the examinations and that the individual is not given scope for developing his initiative, personality, etc. and so the reorganisation of the system is being considered from time to time. It is not my purpose to go into this in detail. I want to consider in a broad manner the other types of Youth Service that exist, on a National and International level which offer themselves to serve the youth.

There are here and there local Youth Clubs, Athletic Clubs and Young Men's and Women's Associations, etc., which try to serve the youth of a particular locality in a specialised and specific form of service. There may be Gymnasiums, Talim Khanas, etc., which try to help the development of the physique. I shall not deal with them as such. There are other youth organisations of a countrywide nature which may be affiliated to International Bodies or not. There is the Bharat Scout and Guide Movement, the National Cadet Corps, the Auxiliary Cadet Corps, Balkanji Beri Movement and the Junior Red Cross, etc. Let me take the Bharat Scouts and Guides Organisation in India which is a National Organisation affiliated with International Bodies. This well established movement has a strength of over Five Lakhs of Scouts and Guides in India and is the third in strength in the World.

THE SCOUT BROTHERHOOD

The work of the Scouts and Guides Organisation is fairly well-known. The aim is to make a boy a man of him by imparting training in character, self-reliance, discipline and service and by developing his physical, emotional, mental, moral and spiritual nature.

SERVICE FOR OTHERS

The Scout or Guide has a promise to keep and does a good turn every day however small it may be and thus gets into the habit of doing service to others, and one good turn becomes two and many as one goes on rendering service and the life in the future will be covered with many good turns.

One special thing emphasised throughout his Scout career is the development of the individual personality suited to his make up, the innate quality that are patent in him. The various badge tests which are nearly 100 in number that are placed in front of him are to make him select the one that suits his temperament and interest, in which he is given facilities to become proficient, which later develops into a career if necessary or otherwise he has something to occupy himself in his leisure time.

BOY LEADER

He has a boy leader to work with and in his turn he becomes a boy leader in his own Patrol and tries to learn the art of Self-Government and Democracy. The group of boys has a guide and a friend, an Elder Brother in the Scoutmaster who sets the example for the boys to emulate.

CAMPING OUT

All his activities are done in the open air and periodical camps are held for these boys and girls during week-ends or for a longer duration where he learns to fend for himself, away from his home surroundings and go through the rough life of " out of doors " cheerfully and learns to rely on himself more and more as he goes on. His physical health is looked after by regular exercises and his emotional nature is developed by his association with nature and its beauty. He leads a simple life in the camp, nevertheless a happy and enjoyable one. It is an opportunity for a Scoutmaster to study his boys in very close quarters and by individual attention, on the basis of the study, he helps them in their proper growth and achievements.

CHARACTER TRAINING

We need men and women of character and this is kept in view throughout the training that one gets in Scouting and Guiding, Rovering and Rangering, etc. Out of this, the senior branch of the movement, we draw office-bearers and workers since they have the background of the training which will prove useful as leaders.

A NEW MOVEMENT

Today it is taking a new form in that it has both the boys and girls under the same organisation and manner, since it is felt that we should make no distinction between boys and girls and should not keep

them separate in the matter of general training and attention. Whenever necessary they will have their specialised training, otherwise they will work as one brotherhood movement.

Many of the leading workers have given testimony to the fact that their early training as Scouts have stood them in good stead in their work in wider spheres today.

THE PARENTS' PART

The parents of boys, both mothers and fathers, have a great part to play in the training of a boy or the girl. They have to co-operate with the voluntary organisations like the Scouts units, in which their children are admitted so that what is done in their respective Scout groups may not be undone in their homes. There is need for greater co-operation and understanding co-operation, from the side of mothers more than fathers. In fact we believe that the mothers and fathers are better educators and that is the reason why we should like to associate with the parents and make them share the work in Scout groups.

The Schools also have a great part to play and we are happy to say that schools are playing their part in a very generous and friendly manner.

THE GANDHIAN WAY

The Gandhian way of life is the only one that will ultimately end wars and establish peace in the World and the Scout Organisation came into being with the purpose of spreading good-will among men. The international outlook gives the scope for erasing the narrownesses as applied to castes, communities, sex, region, or even one's own land and religion. The importance of this type of training for the youth cannot be over-emphasised.

COMMUNITY SERVICE

Our Scouts and Guides have with their limited resources taken part in the Community Project and National Extension Service and have done very useful work.

3,000 Scouts and Guides took up 22 camps for 25 days in the various districts in our State this year and their projects of service were of varied nature, such as cleaning the villages, building mud walls, open air theatre, making bricks and tiles for the purpose, whitewashing the huts, building roads connecting remote villages, renovating irrigation tanks, distributing medicine to the sick as well as milk and *conjee* to the children of the villages and entertaining the villagers. This made them appreciate the village life and identify themselves with the village people.

BUILDING UP A NEW INDIA

A useful way of spending their holidays is associating themselves in building up a new India. They come into contact with villagers, study their life, needs and conditions and co-operate with them, by providing the required improvements in the villages. This gives them an opportunity to erase the distinction that exists between the villager and the town-bred, educated or illiterates, etc., understand the dignity of labour and the joy that comes out of self-effort in creating a new country. This is practical education and real training in true citizenship.

PLAN FOR MANHOOD AND WOMANHOOD

But more than this, planning is necessary for building up the manhood of the nation which includes the womanhood as well. For this purpose not one Five-Year Plan or two Five-Year Plans will do. We need one continuous planning in the service of the youth of the nation, and in our opinion the Scout and Guide movement offers the best service in this matter. True growth is possible only where there is FREEDOM and JOY. In this work we need leaders with a burning desire to serve the youth trained and equipped, experts in recreational activities and ability to carry out a planned programme that will be to achieve the aim we have in view. With intelligent co-operation from all concerned it ought to be possible to go forward in this work.

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THE EDUCATIVE VALUE OF A ZOO

By

SRI B. V. RAMANJULU, F.Z.S.,

Superintendent, The Zoo, Madras.

Many people consider that zoos exist solely to provide amusement for human beings at the expense of the animals. Of course, those were the zoos of the bygone years. There have been zoos as far back as history can go. But today's zoos are quite different. They are made as educative as possible, for increased knowledge and understanding leads to greater appreciation and enjoyment. Skilful display of animals fulfils a real psychological need. Mankind hungers for identification with other living things. As life becomes increasingly artificial and complex, people need more opportunities for those associations with nature which are made possible to certain extent in the zoological gardens. The zoo offers an important opportunity for formal and informal education. Elementary and secondary schools, colleges, youth organizations, and adult groups always take advantage of the facilities made available in a zoological garden.

In this world of today the biologists have enumerated more than 3,500 species of mammals, 8,600 species of birds, 3,948 species of reptiles, 3,700 species of amphibians and 25,000 species of fishes. It is not possible to keep such a vast assemblage of animals belonging to different countries in one particular place to call it a zoological collection. But as far as possible the hardier varieties of animals are gathered and kept in a big garden. Keeping animals in captivity successfully is a very big study ; much of our knowledge of the animal kingdom comes from the patient work of great naturalists, many of whom have been, and are, connected with zoos.

Very few of us have the opportunity of visiting the wild haunts of the larger wild animals and seeing these entirely unconfined as they are still to be seen in certain great game reserves such as the Bandipur wild life sanctuary in Mysore. Thanks to zoological gardens, we are able to see many animals and study them and learn many important aspects of life's progress.

The zoological gardens are meant to help man in his surroundings of nature. Zoos are important as many species of animals owe their existence today to facts learnt about them in zoological gardens, or to efforts made in the garden on behalf of the species exposed to dangers in freedom. Some of the animals, now extinct in freedom, continue to live in captivity, as for one example the American bison. In the zoos of advanced countries experiments are being made with latent hereditary material in zoological gardens to resurrect species that have died out naturally.

A close acquaintance with wild animals in captivity helps to develop one of our best qualities, that of kindness towards dumb creatures. We are most of us naturally kind, but until we get to know animals personally it often does not occur to us to wish to prevent the wanton persecution of their kind that is going on in their native homes. Those who have become attached to their pets or to animals living in zoos lose any wish they may have had of going out to kill such animals in the wilds for the sake of sport ; rather they prefer to do all they can to preserve such interesting creatures. Thus the spread of knowledge about animal and of love of animals due to zoological gardens has been fully justified.

Seeing is believing. We have read about the prehistoric animals which are supposed to have lived millions of years ago, and we have seen several pictures of the same which are the products of the combined imagination of the geologists and the zoologists, but yet it is hard to believe them. There are animals that resemble the prehistoric monsters like the rhinoceros and the Komodo dragon. Even these creatures, many would have seen only in books, and when such new animals are seen for the first time one's thoughts are provoked and begin to seek for information. Thus the zoo provides incentives to learn.

The zoo is a place that receives visitors, entertain them and send them away with their minds filled with questions. "Are there lions in India ?" some might ask, having read the board on the Indian lion's cage. Or "Great cats of America ! Are they related to our tigers and lions ?" Or "Why are the American monkeys smaller in build ?" Or "What kinds of animals are there in Iceland ?" Questions and questions ! Through the zoo exhibits the world comes closer to people who have never left their country—or even their home towns.

A zoo is most fortunate, because few things generate as much curiosity as do animals. Curiosity leads to questions. An interpretive programme of the zoo answers these questions and provides an important community educational service. In big zoos there is a separate question-house where visitors get proper answers for their questions about animals. Every year some 50,000 questions are answered. The zoos are great store-houses of knowledge. Scientists from all over the world send animals and information and obtain information in return.

Schools use existing zoological gardens as valuable supplement to their classroom work. The children's section of the zoological gardens is becoming increasingly important as a place to dramatize childhood stories and interest children in animal life. Nursery rhymes and Aesop's fables have been used successfully for children's enjoyment and education. When the child is given the rhyme 'Ba Ba black sheep, have you any wool ?' the child sees the real black sheep and the real wool which will remain fixed permanently in the mind of the child. The hare-and-tortoise-race can be likewise demonstrated, and these offer a special appeal to the young visitors because of the close contacts made with the exhibits. This is the kind of zoo lesson that school children will always remember. The study of animals from books, pictures or museum exhibits gives but a very poor idea of those creatures in life. We have to operate on the theory that information about animals truly "sinks home" when the children can see an animal at close range, perhaps can touch it, can see a demonstration of some of its special adaptations.

The audio-visual techniques involved in such educational programmes of zoo work enhance parent-child and teacher-child relationships and stimulate further interest in animals and an understanding of the chain of life.

Each part of an interpretive programme in the zoo always educates the visitor and increases his enjoyment of the zoo. You will find in most of the modern zoos proper labels of exhibits in front of the cages. These will give a short description of the life history and feeding habits of the animal, its geographical distribution and other biological features of the animal. This kind of descriptive notice enables the visitor to understand the proper biological basis of the animal exhibited. Ninety per cent of the public who visit any zoo may not be able to differentiate between an antelope and a deer ; they mix up the terms the cheetah and the leopard. Many may not believe that the deer sheds its horns every year. In a modern zoo the interest of the public is guided by such educative display, and a visit to the zoo is made into an actual active study.

The zoological garden may be termed as the living text-book of zoology, and it is a valuable asset to its community as it serves as an important educational institution.

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MUSEUMS AND EDUCATION

By

SRI A. AIYAPPAN, PH.D. (LONDON).

One of the most important functions of museums is to improve the range of general knowledge of their clientele. Museums are "part of the response to the need which man has for quality in his life as well as quantity ; and they appeal to, and stimulate, the sense of beauty, the sense of curiosity and the sense of continuity with the past." European museums are keen on getting at the school-going population of their respective areas, as children are not only more impressionable and educable than adults, but they are also valuable as future patrons. A few pleasant hours of childhood spent profitably in the hospitable atmosphere of a museum would leave an ever-lasting impression on the child, and there can be no better asset for a museum than a growing generation of museum-minded patrons. Efforts are being made all over the world by enterprising museums to get into closer media of education in the broad sense of the term. The Indian curator need not do pioneering work in this line, for several American and European museums have school service organised on a variety of patterns. Apart from this there are a few museums that are meant entirely for children. Methods of co-operation between schools and museums have also been evolved to suit the conditions of rural as well as urban areas. What we in India ought to do is to adapt these western organisations to suit our own conditions.

The greatest efficiency in school service has been reached by the museums of U.S.A. The Educational Museum in St. Louis came into existence by the efforts of Dr. C. G. Rathmann, Assistant Superintendent of Schools who more than others understood what genuine pleasure school children derived by seeing and handling actual objects. This Museum maintained by the Board of Education of St. Louis has loan collections in all school subjects, and in addition to them, large series of artistic prints, photographs, lantern slides, cinema films, gramaphone records, etc. Teachers are not, of course, compelled to make use of the Museum in their teaching work, but few of them miss the opportunity of making their lessons realistic by freely drawing on the wealth of material stocked in the educational museum.

The Children's Museum at Brooklyn is a type by itself. Children are made to understand that the institution is meant for them and they crowd in it and "career about the rooms as though they owned the place". Classes are held in the Museum, children are allowed to handle anything they are interested in, and special museum games have been invented for their amusement combined with instruction. As a special privilege, children are lent valuable exhibits which they are allowed to take home or to the school to study at leisure. The American Museum of Natural History has a very large school service department, which arranges the circulation of collections for class use, organise talks on scientific subjects for school boys and girls, and loans to schools of lantern slides and cinema films. Several motor vans transport the material to and from the Museum, and the very large staff of scientific men and preparators are employed for the work of the school service department. Some of the museums

of the United States such as the Museum of the University of Pennsylvania and the Commercial Museum of Philadelphia arrange their courses of lectures and demonstration in close co-operation with the school curricula.

As a result of the joint deliberations of educationists and museologists of America, certain general principles were evolved for the promotion of co-operation between museums and educational bodies :—

1. The schools and the museums should co-operate to enrich progressively the intellectual, cultural and emotional life of the people.

2. Such enrichment will come to the individual as the result of experiences with Nature at first hand, with works of art, with museum specimens, and with other original objects having human interest.

3. The schools should lead in placing emphasis on nature study in the great outdoor museum, where everything is alive. To promote such activity, provision should be made for generous school gardens, for public parks within walking distance of every school building, and for free transportation to some observational area.

4. These primary experiences should be supplemented by contact with the material gathered in museums of science, art, history and industry, whose contents should be placed freely at the service of the public schools.

5. The schools should make use of this material to the fullest possible extent.

6. To promote such mutual service, normal schools and teachers' colleges should train their students in observation and exposition, through excursions into the open and trips to the museums, and give them systematic training in using museum materials.

7. The expenses of providing the materials required for observation and for circulating, and keeping in proper condition the travelling materials, should be shared between the museums and the boards of education upon some mutually satisfactory basis.

8. A representative of the schools should be selected to co-operate with the supervisors and teachers and with the museum authorities in selecting the loan material. He should also be charged with the responsibility of assembling, caring for and circulating from a distributing centre all the material supplied by the museums.

9. Circulating material should not be considered as an adequate substitute for occasional visits to the central museums. Pupils should visit museums to receive instruction in subjects to be illustrated by materials which cannot be put in circulation and to become acquainted with the great educational institutions other than their schools.

10. Wherever public museums are not established, steps should be taken to open school museums or children's museums.

The London County Council runs museums with special educational ends in view. The collections in the Horniman Museum in South East London maintained by the County Council are arranged in such a manner that they can be readily used by school children. Subjects of the lectures to be delivered at the Museum are announced early in each term and the programmes are arranged by the Curator in consultation with the schools. The guide lecturers of this Museum deliver talks to the children illustrating them with lantern slides, and after the lecture, they are conducted to the actual exhibits referred to in the talk. Teachers seconded to the British Museum by the County Council of London work in the Museum and are in charge of the museum educational service programmes of which are announced periodically in the County Council Gazette. During a recent visit to London, I watched with great pleasure a school party doing a lesson on birds in the Birds Gallery of the Natural History Museum of London.

In the Royal Scottish Museum there is a small but very interesting Children's Gallery. Natural History exhibits are assembled from the point of view of the child, some of the titles of labels being "Animals of the Home", "Animals of the Garden", "Animals of Ponds and Streams", "Animals of the Sea-shore", "Plants and Animals", "Some Clever Animals", etc.

The extent of co-operation between the education department of the London County Council and the Museums run by the Council can be gauged from the fact that a member of the inspectorate of the former was appointed curator of the Horniman Museum when Dr. Harrison retired from the post. The handbook on Museums and Education published by the Board of Education also shows how keenly the Board is interested in the educational possibilities of the museums in general, and how anxious they are in implementing the recommendations of the Standing Committee of Museums.

The usefulness of the museum may be briefly summarised as follows, as a recent writer has done :—

(a) It conveys to the children a greater number of facts in less time than if these were conveyed and touched, the information about them can be more easily assimilated by the children.

(b) A number of facts can be presented simultaneously and the relation between them can be presented with clearness.

(c) The teacher and pupil can co-operate in the process of learning.

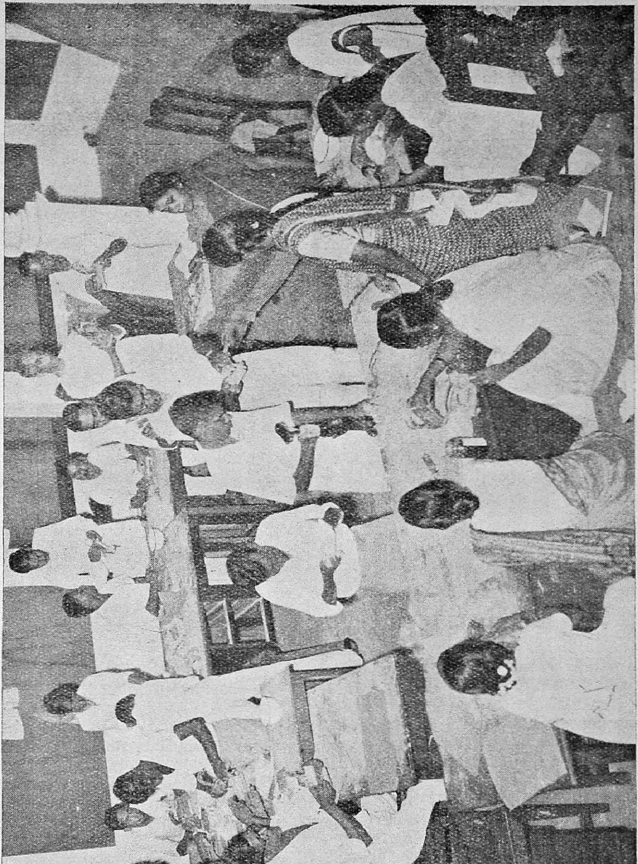
Impressions obtained in childhood are most vivid and lasting, and to the child mind, knowledge is most welcome when its acquisition is flavoured with entertainment. The best educational museums therefore provide information to the children in the most attractive form. Children are everywhere admitted free and no pains are spared to make them feel at home in the museum. To make the museum mean the most possible to the child, it has been found advantageous to organise loans of portable exhibits of various categories for use in class rooms. Most of the larger museums of U.S.A. have special departments of Education which prepare and circulate enormous quantities of material to the schools of the area

served by them. School Extension Service has come to be established as part of almost all the museums in U.S.A. including even the most conservative ones such as the Metropolitan Museum.

The more progressive museums in Great Britain and U.S.A. also organise leisure time activities for the children. For example, the British Museum (Natural History) has a Junior Naturalists' Club for children of 10-14 years of age, a Field Observers' Club and the Argus Club for children of 14 years and upwards, and also publishes a magazine called "The Field Observer" edited by club members. In another very popular museum in East London, namely the Greffrye Museum, the children visiting it on Saturdays and school holidays participate in the number of activities based directly upon the museum exhibits and involving drawing, colouring, cutting-out, assembling information, using puzzles and games, painting, modelling, puppetry, pottery, model making, etc. Educational motion pictures, lectures and demonstrations for the entertainment and instruction of children are provided throughout the year. Several museums in U.S.A. run a very large number of clubs and classes for children.

The UNESCO has a division at Paris called the Division of Monuments and Museums which aims at improving the standards of museum work through international conferences and discussions and technical aid and preservation from war risks of cultural objects and monuments all over the world; and this Division publishes a very high class journal entitled "MUSEUM" which acts as a forum for the exchange of ideas concerning museums on an international scale.

Turning now to conditions in India, one notes with regret that very little is being done to exploit the educational possibilities of museums. By their unfortunate isolation from the educational currents around them. museums here are not pulling their proper weight in juvenile and also adult education. It is no doubt true that direct educational work, i.e. taking over the work of the class room, is not part of the work of a museum, its primary task being the collection and preservation of the cultural wealth of the country, but a live museum, while performing its primary tasks can usefully engage itself in putting its collections to the best use for the largest number. Our museums have been concentrating on the conservational aspect of their work almost to the exclusion of several others. The revolutionising changes in museum work in America and their impressive role in education do not seem to have had any impact on Indian museums. The new ideal, elsewhere, is to make museums "bright and cheerful instruction centres of the community". The appeal of modern museums generally is to the man in the street, not merely to the upper classes, and their aim is popular education in the broadest sense of the term, stimulation of intelligent curiosity, and the democratisation of knowledge of the various sciences and arts which in pre-democratic days were the prerogative of the *elite*. All these new ideals have been embodied in the Deutsches Museum in Munich, which is one of the marvels of the museum world of today. State-assisted visits to this Museum have become part of the educational system of Germany. Between the best of Indian museums on the one hand and the Deutsches Museum or any American Museum on the other hand, there is a vast gulf, but the time is ripe for inaugurating work in India in the right direction.



A Class of Teacher Trainees in Museum Work

I am happy however to be able to say that the Madras Museum has been making sustained efforts during the last three decades and more to bring it into the educational picture of the State. From about 1930 the Madras Museum has been conducting demonstration courses for teachers belonging to the high schools of the City. The object of these demonstrations is to help the teachers to know the museum exhibits as thoroughly as possible so that whenever they bring their students to the

Boy Scouts Guiding Illiterate Visitors

museum it may be possible for them to explain them better. From 1949 onwards the Madras Museum has been conducting regular summer schools of Museum Technique at which selected teachers deputed from the various high schools of the State are given short but intensive training in the preparation of material for school museums. The Madras Museum also has been helping several schools to start museums of their own by sending them small gifts of museum material. The Museum keeps in stock cheap but attractive sets of metal casts of Indian coins which are sold to schools at a very reasonable cost with an explanatory pamphlet describing not only the casts but also the history of Indian coinage in a popular manner. During recent years, the Museum has been organising exhibitions of paintings by school children of the State and awarding prizes for the best pictures. Loans collections of paintings will soon be sent round to groups of sixteen schools at a time.

What has been done is meagre, but thanks to the support and co-operation of the Director of Public Instruction and other officers of the Education Department and also of the headmasters and staff of the schools of the State, it can no longer be said that teachers of Madras are not museum-minded and that museum workers of Madras are not education-minded.

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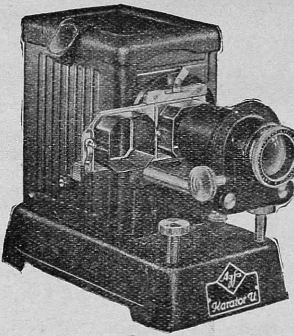

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THE DIAMOND JUBILEE CELEBRATIONS

The Diamond Jubilee was celebrated on the 31st of January and on the two succeeding days. The inauguration took place at the Hindu High School, Triplicane. Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University, delivered the inaugural address and Sri C. Subramaniam, Minister for Finance and Education, presided. The entrance to the school, the open-air theatre and the space in front were tastefully decorated and illuminated for the occasion.

After prayer, Sri T. P. Srinivasavaradan, Headmaster, Hindu High School, Triplicane, welcomed the gathering. Tracing the history of the Guild, he spoke of the selfless services rendered by the founder-members, Rev. Davies of Doveton College, the Rt. Hon'ble V. S. Srinivasa Sastri and Sri K. B. Ramanatha Ayyar. He said that the Guild devoted greater attention to academic matters than to representation of grievances. He emphasised the fact that the Guild had not accepted the role of a trade union.

Rev. D. Thambusami, President of the Guild, reviewed the work of the Guild during the last sixty years. He referred to the enthusiasm and interest with which eminent men like the late Mr. M. S. Sabhesan had built up the institution. He said that the Guild which sought to promote fellowship among teachers, had received active co-operation from the Education Department and had established a reputation for expressing its views on educational problems after careful study and investigation in a clear and fearless manner. He added that in the immediate future, the task of the Guild would be to influence public opinion in favour of reorganisation of the educational structure which would help in the development of complete personality of children.

Dr. A. Lakshmanaswami Mudaliar explained the role of teachers and felt that those who had the responsibility of teaching at the lowest stage had a heavier burden on them than those who took college classes. The foundation had to be well laid if the edifice should be properly built and for this purpose he was of the view that they should recruit more and more lady teachers in the schools in rural as well as urban areas. He paid tributes to the work of the Guild and said that he was extremely happy that it had not taken to trade union lines. The two professions which could never take trade unionism, he said, were the teaching and the medical professions.

Outlining the great opportunities that lay before the Guild in leaving its impress on the education of the future, Dr. Mudaliar recalled what happened at the meetings of the Planning Commission on Education, the University Grants Committee and the Inter-University Board and said that the view that education should be given high priority was unanimously expressed by everyone. He expressed the view that the quality

of education could not be improved unless the conditions of service of teachers were improved. He declared that all grades of teachers from primary to university stages deserved a better deal than they had been able to get so far.

Sri S. Natarajan, Director of Field Advisory Services of the All-India Council of Secondary Education and Vice-President of the A.I.F.E.A., conveyed his felicitations on behalf of the All-India Federation of Educational Associations. He said that the Madras Teachers' Guild was the mother of all such educational organisations and that the example of the Madras teachers had been a source of inspiration to teachers elsewhere in India.

Sri V. Arunajatai, Secretary, S.I.T.U., conveyed greetings on behalf of the South India Teachers' Union.

Sri T. S. Rajagopalan, Secretary, read the messages received from Dr. S. Radhakrishnan, Vice-President, Shri Sri Prakasa, the Governor, and others.

Sri C. Subramaniam said that teachers had a great part to play not only in the execution, but also in the formulation of the programmes for re-organisation and development of education. He expressed disappointment at the allotment made by the Planning Commission for the educational plan. In a plan of Rs. 4,800 crores, a paltry sum of Rs. 225 crores had been set apart for the development of education ; of this the share of the Madras State was only Rs. 15 crores. This meant that instead of normal development and expansion, there would be a curtailment and restriction of activities to a certain extent.

The Minister for Education thought that the Planning Commission perhaps wanted them to realise that they had been expanding their educational facilities without proper consolidation and that it was necessary that before further expansion they should divert their attention to consolidation of what they had achieved already. It would serve no useful purpose if they went on adding to the number of children going to school, while the standards were falling.

The Minister expressed the view that there should be a good system of elementary education which was the foundation of all education. Referring to re-organisation of education, he said that it was not being planned in a vaccum. Certain traditions had been built up and the planning could not be done without reference to the past traditions. Educational programmes should be discussed properly at various levels and decisions taken which would not only be acceptable to all concerned but would prove to be of benefit to the future generation. He hoped to publish soon the policy of memorandum with reference to elementary and secondary education and said that he would consult teachers' organisations, educational experts and the legislature before taking final decision as regards the various steps to be taken to organise properly the educa-

tional pattern. He added that in implementing the pattern, the teachers had a great part to play.

He assured that he would endeavour to see that some start was made as regards the increasing of emoluments to teachers. Indeed a start had been made in respect of the pension scheme. He counselled patience in respect of the demand to extend the same to the secondary grade trained teachers also and assured to make an announcement at the proper time. Finally he impressed on the teachers the need to educate their pupils not to take part in political agitation and demonstrations. He felt that political parties too had not played fair by the students and appealed to public men and politicians to stay their hands away from the educational institutions.

With a vote of thanks by Sri T. S. Rajagopalan, the Secretary, the function came to an end.

On the second day, 1—2—56, there was a programme of variety entertainment by pupils of city schools. The entertainment was held in the open-air theatre of the Hindu High School, Triplicane, and the space in front was packed with audience. About a hundred children participated and besides a variety of dances, there were an enactment of two scenes from "Lava-Kusa" in Sanskrit by the National Girls' High School, Triplicane, and a playlet in Tamil enacted by the boys and girls of the Besant Theosophical High School, Adyar. The boys and girls did very well and won the praise and approbation of the audience. Raja Sri Shanmuga Rajeswara Sethupathy, Minister for Public Works, who presided over the function, expressed his delight to be present then. He said that such activities were part of education and wished there were greater opportunities given to pupils to exhibit their latent talents. Miss B. Hemavathi, the Convener, proposed a vote of thanks.

On the last day, 2—2—56, there was an impressive demonstration of citizenship activities on the Wesley High School grounds, Royapettah. Boys and girls from 26 schools in the city took part, including N.C.C's, A.C.C.'s, Scouts and Guides, and exhibited folk dances, Kummi, Kolattam, First-aid, fire display and feats of skill and strength. Sri N. D. Sundaravadivelu, the Director of Public Instruction, who presided over the day's function, was received by a guard of honour presented by some Scouts and N.C.C.'s. At first he took salute at the march-past and then went round witnessing he various activities.

Rev. T. R. Foulger, Principal, Meston Training College, welcomed the gathering. Rev. D. Thambusami, President, requesting the Director of Public Instruction to address the children, said that the activities of the day were innovations in the recently organised scheme and that they had not been thought of 10 years back during the Golden Jubilee celebrations.

Addressing the pupils and the gathering, the Director of Public Instruction expressed his great satisfaction of what he had seen and declared that these activities were a counterpart of the education imparted in the classroom and that these infused a spirit of enthusiasm and self-confidence among pupils and helped in developing personality. He gave away prizes to the pupils who had won in the oratorical, elocution and music competitions held recently in connection with the Jubilee. As many as 52 children were awarded prizes. Mr. K. M. Koshy, convener of "Citizenship Activities", thanked the authorities of the city schools for having participated in the function and the D.P.I. for having presided over the function and the authorities of the Wesley High School for having provided facilities for organising the function.

The celebrations came to a happy end with a dinner at 7-30 p.m. at the Kellett High School. Nearly 200 members participated.

In conclusion, we would like to place on record the valuable co-operation of the Diamond Jubilee Sub-Committee, the members of the Guild Council, and the other office-bearers of the Guild. Special mention must be made of the generous help and co-operation extended by the heads of the various educational institutions in the city and the Teachers' Associations functioning therein. We thank also those gentlemen who have readily contributed articles for our Souvenir and also the generous public and the publishers but for whose munificence the publication of our Souvenir would have been an utter impossibility. Our thanks are due also to the newspapers for having kindly given good publicity to all our activities.

T. S. RAJAGOPALAN,
Secretary.

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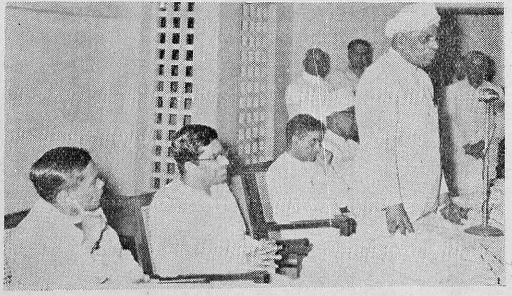
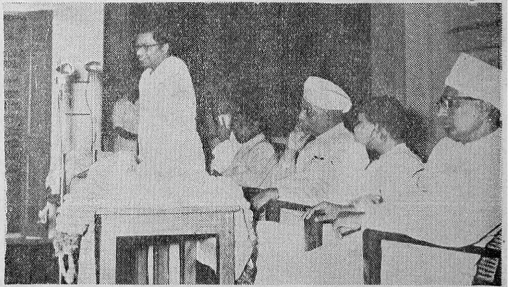
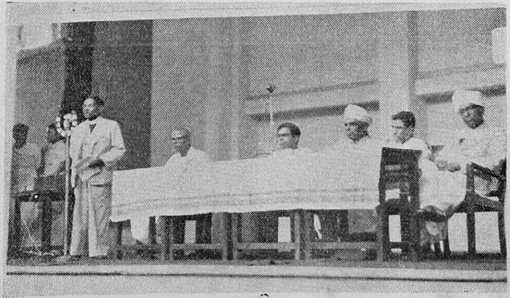


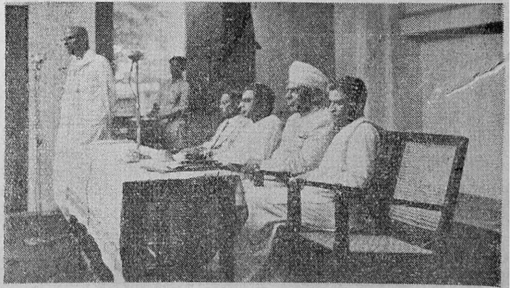
Dr. A. Lakshmanaswami Mudaliar addresses



Sri C. Subramaniam addresses

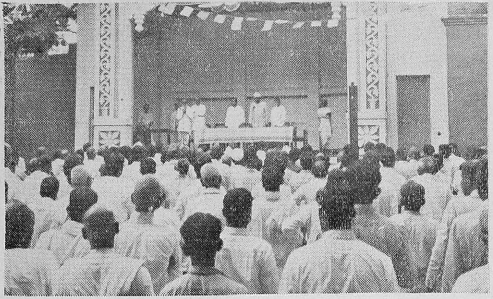


Rev. D. Thambusami reviews the work of the Guild.

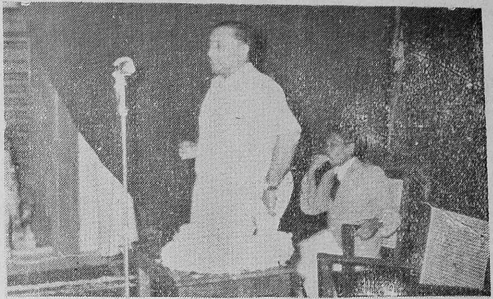


Sri T. P. Srinivasavaradan welcomes the gathering

THE DIAMOND JUBILEE CELEBRATIONS



Prayer on the Inauguration Day

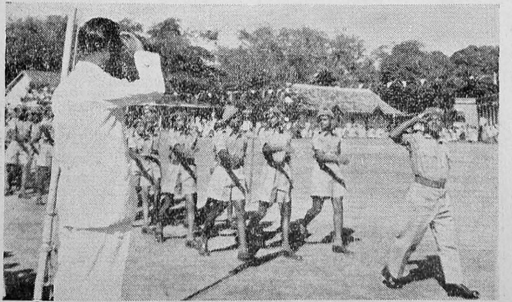


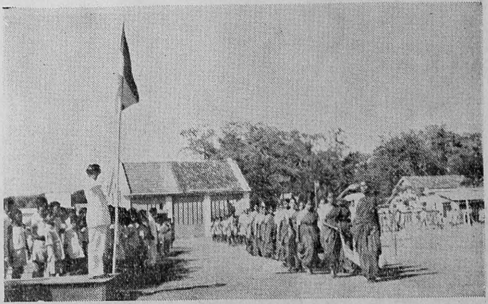
Raja Sri Shanmuga Rajeswara Sethupathi addresses

Girls who participated in the Variety Entertainment

THE DIAMOND JUBILEE CELEBRATIONS

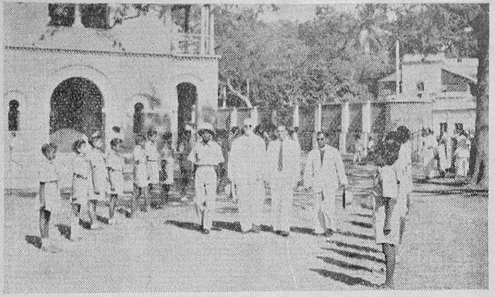
Girls who participated in the Variety Entertainment



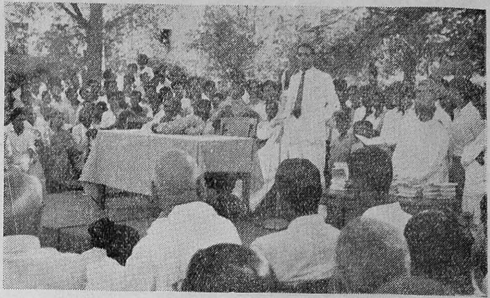


Sri N. D. Sundaravadivelu, Director of Public Instruction, takes salute

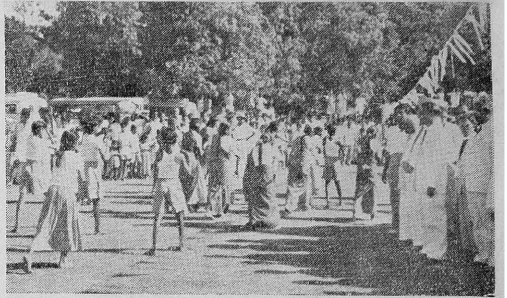
THE JUBILEE CELEBRATIONS : CITIZENSHIP ACTIVITIES



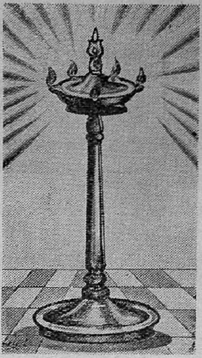
The Director of Public Instruction is given a Guard of Honour



The Director of Public Instruction addresses



The Director of Public Instruction goes round witnessing the Citizenship Activities



வாழ்த்து

கண்ணனைய போதமெனும் பேறுதரும் கல்வியெனுந் தூயசுட ரொன்றும்,
கற்றவர்பால் பற்பலகால் பெற்றபெருங் கேள்வியெனும் பாயசுட
ரொன்றும்,
மண்ணதனில் கற்றபடி நிற்றலெனு மேற்றமுடை நீண்டசுட ரொன்றும்,
மாணவர்கள் வாழ்வெனக் கொண்டதனி யூக்கமெனு மோங்குசுட
ரொன்றும்,
எண்ணரிய நூலதனைக் கட்டுரைசெய் வன்மையெனும் வீசுசுட ரொன்றும்
என்றரிய வைந்துசுடர் மானமணித் தீபமுயர் ஞானவொளி காட்ட
பண்ணவர்கள் பன்னுபுகழ் சென்னைநக ராசிரியர் சங்கமது நீடு
பொங்கவருள் நல்குமென நாடிடுவம் ஞாலமுதல் வாலறிவன் தாளே.

T. S. ராஜகோபாலன், B. A., L. T.,
இந்து உயர்நிலைப் பள்ளி, திருவல்லிக்கேணி.
(செயலாளன், மதராஸ் ஆசிரியர் சங்கம்)

ஆசிரியரும் ஐவகைச் சீலங்களும்

பேராசிரியர் ரா. விசுவநாதையர்

நம் ஜனாதிபதி டாக்டர் இராஜேந்திரப் பிரஸாத் அவர்கள் கடந்த நவம்பர் மாதத்தில் சென்னைக்கு விஜயம் செய்தபோது ஓரிடத்தில் பின்வருமாறு பேசினார்:

"இந்தியாவில், நாம் எல்லோரும் பெரிய நிலை மாறுதலுக்குள்ளாகியிருக்கிறோம்; பழைய தர்மங்களும் பழைய கருத்துக்களும், பெரும்பாலும் எல்லாம் ஒரு பெரிய உலைக் களத்தில் உருக்கப்பட்டு உருக் குலைந்து கிடக்கின்றன; அவ்வாறே, புதிய கருத்துக்களும் தோற்றங்களும் உருக்குச் சட்டியில் உருகி வருகின்றன; நாம் நம் பழைய வழிகளைப் புதிய காலத்திற்கேற்ப மாற்றியமைத்துக் கொண்டு, முடிந்தவரையில் அவ்வழிகளிலேயே நிற்பதா, அல்லது நமக்கு முற்றிலும் அந்நியமான புதிய துறைகளை ஏற்றுக்கொண்டு இருளடர்ந்த கானகத்துள் நுழைந்து தவிப்பதா என்பது நம் முன்னுள்ள பிரச்சினை."

இவ்வாறு அவர் கூறியதைவிட அதிக விளக்கமாக எவரும் இக்கால நிலைமையை வருணிக்கமுடியாது; நம் கடமையையும் உணர்த்தமுடியாது.

நாம் இப்பொழுது பெரிய பிரளய காலத்தில் வாழ்கிறோம். ஆனால், கடவுள் சிருஷ்டியில் தீமை என்பதே கிடையாது. ஆகையால் பிரளயம் என்றும், புரட்சி என்றும் இன்று சொல்லப்படும் பெரும் நிகழ்ச்சிகள் முடிவில் நம் நாட்டின் நன்மைக்கே ஆகும் என்பதை நாம் உணரவேண்டும். உலகமெல்லாம் ஒன்றாய்த் திரண்டு வரும் இக்காலத்தில் நாம் புராண கால நடவடிக்கைகளை நினைத்துக்கொண்டிருப்பது தகாது. ஆனால் நம் ஜனாதிபதி அவர்கள் கூறுவது போல் நம் பழமையை முற்றும் கைவிட்டு விட்டால் நாம அந்தகாரத்தில் மூழ்கித் தவிக்கவேண்டியதுதான்.

இப்புரட்சி பல துறைகளில் காணப்படுமாயினும் ஆசிரியர்களாகிய நாம் நெருங்கி ஈடுபட்டிருப்பது கல்விப் பிரச்சினையிலேதான். கல்வி முறைகளை வகுப்பவர்களும், வரையறை செய்பவர்களும், ஆட்சிபுரிபவர்களும் யாரேனும் ஆகலாம். அவற்றின் விளைவில் நின்று அனவரதம் ஊடாடுகிறவர்கள் நாமே. நமக்குமட்டுமே உரியனவாகவுள்ள பிரச்சினைகள் பலப்பல. அவற்றுள், ஊதியம் போன்ற அநேகமிருந்தும், அவற்றை இங்கே ஆராயவோ, தீர்வு முறைகளைக் காணவோ முயலாமல், நமக்கு இன்றியமையாச் சில ஆத்மப் பிரச்சினைகளை மட்டும் குறிக்க விரும்புகிறோம்.

ஆசிரியர் தொழில் புனிதமானது என்பதில் எவர்க்கும் ஐயமில்லை. வருங்கால மக்களை உருவாக்குவதில், பெற்றோர்க்கு அடுத்த முறையில், ஆசிரியர்க்கே கடமை நிற்கிறது. ஆனால் அந்த வரிசை முறையும் இப்பொழுது மாறிவருகிறது. சிறிது காலம் முன் வரையில் சமுதாய வாழ்க்கையும் குடும்ப வாழ்க்கையும் நெறிப்பட்டு நடந்துவந்தபோது, மாணவர்களின் நடத்தை, உள்ளொளி,

சமய வளர்ச்சி, பொதுவறிவு, மரியாதை ஆகியவற்றை அவர்களுக்குச் சமுதாயமும் வீடுமே போதித்து வந்தன. இன்றோ, சமுதாயமும் குடும்பங்களும் மிகவும் நிலை தடுமாறிக் கிடக்கின்றன. இக்கால இளம் பெற்றோர்களுக்கே தம் தருமங்களிலும் பழக்க வழக்கங்களிலும் அறிவு போதா நிலையிலிருக்கும் போது அவர்களிடம் வளரும் குழந்தைகளுக்கு நம் பாரத சமுதாயத்தின் அடிப்படைத் தருமங்களைப்பற்றி என்ன பயிற்சி கிடைக்கப்போகிறது? ஆனால், ஓர் அதிருஷ்டம் மட்டும் நமக்குச் சாதகமாயிருக்கிறது. பெற்றோர் எவரும் தம் குழந்தை உயர்ந்த தர்மங்களைப் புறக்கணித்து வாழவேண்டும் என்று விரும்புவதில்லை. தம்மால் கொடுக்க இயலாத அறிவையும் பயிற்சியையும் பள்ளிக்கூடங்கள் கொடுக்குமானால், அதனை வரவேற்பவராகவே அநேகமாக எல்லாப் பெற்றோர்களும் இன்று இருக்கிறார்கள். ஆகவே இப்பொழுது சமூகத்தில் காணப்படும் தடுமாற்றங்கள் குழந்தைகளிடமும் பரவாமல் காத்துவைக்க வேண்டிய பொறுப்பு இன்றைய ஆசிரியர்களிடம் அதிகமாக நிற்கிறது. இதை ஏற்றுக்கொள்ளாமல், அவர்களும் புறக்கணிப்பாகவோ அலக்ஷியமாகவோ இருந்துவிடுவார்களானால் நம் வருங்காலச் சமுதாயத்தைப் பற்றி நாம் ஐயப்பட வேண்டியதுதான்.

இச்சந்தர்ப்பத்தில், நம்மிடையே விளங்கும் அரசியல் பேரறிஞர்களுள் சிறந்தவரான ஸர்தார் பணிக்கர் சென்னையில் அண்மையில் கூறின சில சொற்களை நாம் நினைவுக்குக் கொண்டுவரலாம். அவர் கூறியன: நம் கல்வி முறையில் காணப்படும் திறமைக் குறைவும், அதனை வழிப்படுத்தும் முறையிலுள்ள குறைவும், நம் தேசீயக் குறைவின் அம்சங்களேயாகும்; நம் சமுதாய வாழ்க்கையை எப்படி நடத்தவேண்டும் என்று வழி வகுத்தலில் உள்ள குறையின் அம்சமேயாகும். நம் கல்வியை முன்னுக்குக் கொண்டுவரவேண்டுமானால், நம் சமுதாயத்தில் ஏற்பட்டுள்ள சூழல்களை அப்புறப்படுத்தினாலன்றி முடியாது என்பது என் எண்ணம்.''

இக்கருத்திலிருந்து ஸ்ரீ பணிக்கர் கருதுவதுபோல, சமுதாயத்தில் புகுந்து கொண்டுள்ள அதர்மங்களை முதலில் அகற்ற வேண்டுமென்பது அவசியமாகிறது. இப்பெரிய வேலையை நாம் செய்யப்போவதான இயலாத உணர்ச்சி நமக்கு வேண்டாம். நம் ஆசிரியத் தொழிலில் இதுவரையில் சமுதாயத்தின் உதவியைப் பெற்றுவந்த நாம், இப்பொழுது சமுதாயம் இருக்கிற நிலையில், தனித்து நின்று வேலை செய்யவேண்டியிருப்பதை உணரவேண்டுமென்பதையே வற்புறுத்த இவ்வளவு தூரம் கூறினோம். இது முதல் பிரச்சினை. அடுத்ததாக, ஜனநாயக ஆட்சியில் எல்லோருக்கும் சம உரிமை ஏற்பட்டிருக்கிறது. இது வரவேற்கவேண்டிய நன்மையே. இதனால் எல்லோரும் ஓரளவு கட்டாயமாகப் படிக்கவேண்டுமென்ற நியதியும் ஏற்பட்டுவிட்டது. பள்ளிக்கூடங்கள் எல்லையில்லாத அளவு பெருகிவரும்; அங்கும் பிள்ளைகளின் நெருக்கம் மிக அதிகமாகிவிடும். இப் பள்ளிக்கூடங்களுக்கெல்லாம் போதிய அளவு ஆசிரியர்கள் கிடைப்பது அரிது. இவற்றோடு நம் நாட்டுக்கேற்ற பாடமுறை இன்னதுதான் என்று நிலையாக ஏற்படுவதற்குள் எத்தனையோ முயற்சிகளும் சோதனைகளும் நடந்தேறவேண்டியிருக்கும்.

இவ்வளவு சிக்கல்களுக்கும் சிரமங்களுக்கும் இடையே இருந்துதான் நாம் ஏற்றுக்கொள்ளவேண்டும்; இப்பொறுப்பை நாம் நீக்கிவிடமுடியாது. இந்தியா

மகத்தான முயற்சியில் இறங்கியிருக்கிறது. திருப்பாற்கடல் கடையப்படுகிற தென்றே சொல்லவேண்டும். அக்கடையலில் முதலில் விஷமே தோன்றலாம். அதைக் கண்டு அஞ்சலாகாது. அதனை ஏற்றுக்கொள்ள நீலகண்டன் காத்திருக்கிறான். அவனிடம் நம்பிக்கையும் நம் முயற்சியில் சிரத்தையும் இருந்தால் எல்லாக் கஷ்டங்களையும் நாம் தாங்கிவிடலாம். ஆகவே நம்பிக்கையுடன் நம் முன் நிற்கும் காலத்தை நாம் எதிர்த்து நிற்கவேண்டியது நம் கடமை.

இந்நிலையில் ஆசிரியரின் தனிச் சிறப்பையும் பொறுப்பையும் நாம் நினைவுக்குக் கொண்டுவரவேண்டும். நம் முன்னோர்கள் ஆசிரியர்களுக்கு வைத்திருந்த பெருமையை நாம் உணரவேண்டும். தெய்வத்தோடு ஒப்ப அன்றோ அவர்கள் ஆசிரியர்களைக் கருதி வந்தார்கள். குருமூலம் உபதேசம் பெற்றாலல்லாமல் ஒருவன் கடைத்தேறமுடியாதென்றன்றோ அவர்கள் எண்ணினார்கள்.

பரிசன வேதி பரிசித்த தெல்லாம்
வரிசை தரும்பொன் வகையாகு மாபோல்
குருபரி சித்த குவலயம் எல்லாம்
திரிமலம் தீர்ந்து சிவகதி யாமே

என்பது திருமந்திரம். 'பரிசன வேதி, எதைத் தொட்டாலும் அதைத் தங்கமாக மாற்றிவிடுவதே போல, குருவானவர் தாம் தொட்ட எல்லாவற்றையும் அவற்றின் மும்மாசுகளையும் நீக்கிக் கடவுள் மயமாக ஆக்கக்கூடிய ஆற்றல் படைத்தவர்' என்பது இச்செய்யுளின் பொருள்.

இவ்வருணனை சாதாரணப் பள்ளிக்கூட ஆசிரியர்க்காகக் கூறப்பட்டதன்று என்று சொல்லலாம். என்றாலும் இப்பரம்பரையில் வந்த நாம் இதனை ஒரு மேற்கோளாகவாவது கொள்ளுவது நல்லதன்றோ?

சற்றுக் கீழே இறங்குவோம். நம்மைப்போன்று மாணவர்களுக்கு உலகப் பாடம் சொல்லிக் கொடுக்க அமைந்த ஆசிரியர்களின் யோக்கியதைபற்றி நம் முன்னோர் கொண்ட கொள்கைகளையும் காண்போம். கிடைக்கும் மேற்கோள்கள் பலவற்றுள் ஒன்றைப் பார்ப்போம். இதனில் ஆசிரியர்க்கு உரிய எட்டு வகை உறுப்புகளும் பிறவும் கூறப்படுகின்றன.

வலம்புரி முத்தின் குலம்புரி பிறப்பும்
வான்யா றன்ன தூய்மையும், வான்யாறு
நிலம்படர்ந் தன்ன நலம்பட ரொழுக்கமும்
திங்க ளன்ன கல்வியும், திங்களோடு
ஞாயி றன்ன வாய்மையும், யாவதும்
அஃகா அன்பும் வெஃகா உள்ளமும்
துலைநா வன்ன சமநிலை, உளப்பட
எண்வகை உறுப்பின ராகித் திண்ணிதின்
வேளாண் வாழ்க்கையும் தாளாண் மையும்
உலகிய லறிதலும் நிலைஇய தோற்றமும்
பொறையும் நிறையும் பொச்சாப் பின்மையும்
அறிவு முருவும் ஆற்றலும் புகழும்

சொற்பொருள் உணர்த்தும் சொல்வன் மையும்
கற்போர் நெஞ்சம் காமுறப் புனைதலும்
இன்னோ ரன்ன தொன்னெறி மரபினர்
பன்னருஞ் சிறப்பின் நல்லா சிரியர்.

இஃது ஆத்திரேயன் பேராசிரியர் என்பவர் பாடிய ஒரு நீண்ட செய்யுளின் பகுதி. இதனுள் ஆசிரியர்க்கு உரிய உறுப்புக்கள் எட்டும், பிற பதினென்கும் கூறப்பட்டுள்ளன.

இக்காலத்தில் எவற்றையும் தொகைப்படுத்துக் கூறுவது இன்றியமையாத தாயிருக்கிறது. சர்வலோக நன்மைக்காக இந்தியா படைத்துக் கொடுத்த ஐந்து தத்துவங்கள் பஞ்ச சீலங்கள் எனப் பெயர் பெற்றுள்ளன. உலக சமாதானத்தை இவையே நாட்டப்போகின்றன என்பதற்கு அறிகுறிகள் பல காணப்படுகின்றன.

பஞ்ச சீலம், அஷ்டசீலம், தசசீலம் என்ற பெயர்களையும் அவற்றின் பாகுபாடுகளையும் தார்மிக சூத்திரம் என்னும் பௌத்த நூலில் விரிவாகக் காண்கிறோம். இவற்றுள் பஞ்சசீலம் என்பவை இல்லறத்தார்க்கு உரியவை. அவை அஹிம்ஸை (கொல்லாமை), ஸத்தியம் (பொய் சொல்லாமை), அஸ்தேயம் (களவின்மை), பிரம்மசரியம் (காமமின்மை), அஸங்கிரஹம் (இரவாமை) என்பனவாம். இவற்றையே நாட்டு மக்களுக்குச் சற்று மாற்றி அசோக மன்னர் அறிவித்தார். இவற்றின் மூல தத்துவத்தைக் கொண்டே நம் பிரதமர் ஸ்ரீ நேரு சர்வலோக சமாதானத்துக்கு ஒவ்வொரு நாடும் பிற நாட்டுடன் கையாளவேண்டிய ஐந்து கொள்கைகளாக வகுத்துப் பஞ்சசீலம் என்று உலகுக்கு அளித்துள்ளார்.

இம்முறையில், ஆசிரியர்கள், தங்களுடைய மற்றெல்லாப் பிரச்சினைகளும் ஒருபுறமிருக்கத் தமக்கென ஒரு பஞ்சசீலத்தை (ஐவகைச் சீலத்தை) வரையறுத்துக்கொள்ளவேண்டிய இன்றியமையாமையை இக்கட்டுரை வாயிலாக விண்ணப்பித்துக்கொள்ள விரும்புகிறோம். அவர்களுடைய ஆராய்ச்சிக்கு ஒரு பஞ்சசீலத் திட்டம் கீழே வரையறுக்கப்பட்டிருக்கிறது. அவற்றுள் ஒவ்வொன்றின் பகுதிகளையும் நாம் வேண்டியமட்டும் பிரித்துக்கொள்ளலாம். அவை யாவன :—

1. தெய்வங்கொள்கையும் சிறந்த ஒழுக்கமும்
2. தம் மாணவர்களை முற்றும் அறிதல்
3. அன்புடைமையும் சிரத்தையும்
4. நிரம்பிய கல்வியும் உலகியலறிவும்
5. கட்சி எதனிலும் சேராமல் அவற்றிற்கு மேலே நிற்றல்

இக்குறிப்புக்கள் சிறிதளவாவது பயன்படுமானால் இவற்றைச் சென்னை ஆசிரியர் சமாஜம் நன்கு ஆராய்ந்து இவற்றைத் திருத்தியோ, மாற்றியோ, புதுக்கியோ உலகுக்குப் பயன்படச் செய்யும் என்று நம்புகிறோம்.

தாய்மொழிப் படிப்பில் செய்யுள் கற்பித்தலின் நோக்கமும் பயனும்

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நமது நாடு உரிமை பெற்றதற்குப் பின்னர், நாட்டில் நிலவும் கல்வித் துறைகளிலும் முறைகளிலும், நாட்டின் பண்பாடு, நாகரிகம், கலை முதலிவற்றின் நிலைக்கேற்றவாறு பல சீர்திருத்தங்களும், புதுத் திட்டங்களும் வந்து கொண்டிருக்கின்றன. சென்னை மாநிலத்தில் கடந்த எட்டு ஆண்டுகளுக்குள் நிகழ்ந்த கல்விமுறைச் சீர்திருத்தங்களில் தலையாயவையாக தாய்மொழி அல்லது வட்டார மொழி (regional language) கலைத் திட்டத்தில் (curriculum) முதலிடம் பெற்றதையும், உயர்நிலைப்பள்ளிக் கல்வியளவில் மொழி ஒழிந்த ஏனைய பாடங்களைக் கற்பிக்கும் வாயிலாக (medium of instruction) அது அமைந்துள்ளதையும் கருதலாம். மாணவர்களுக்குத் தாய்மொழியைக் கற்பிக்கும்போது, ஒவ்வொரு பகுதிக்கும் ஏற்ற நோக்கமும் பயனும் உண்டு. தாய்மொழியைச் செய்யுள், உரைநடை, இலக்கணம், கட்டுரை, மொழிபெயர்ப்பு, துணைப்பாடநூல் முதலிய பல பகுதிகளாகப் பிரித்துக் கற்பிக்கின்றோம். அவற்றுள் செய்யுள் கற்பிப்பதன் நோக்கத்தையும் பயனையும் ஒருவாறு காண்போம்.

ஒருமொழியில் எழுந்துள்ள இலக்கியங்களைப் பற்றோடும் சுவையோடும் படித்து, இலக்கிய நயமுணர்ந்து இன்புறும் வழியில் மாணவர்களைச் செலுத்துவதே அம்மொழிப் படிப்பின் மிகச் சிறந்த நோக்கமாகும். உயர்ந்த ஆசிரியர்களால் எழுதப்பட்ட நூல்கள், தொட்டனைத் தூறும் மணற்கேணிபோல் இன்பமூறும் ஊற்றுக்களாம். இலக்கியங்கள் நம் முன்னோர்களாகிய தெய்வப் புலமைச் சான்றோர்கள் தம் வாழ்நாட்களிற் பட்டறிந்து கண்டுவைத்த உண்மைகளாகிய விலைமதிக்கவொண்ணா மணிகள் நிரப்பிவைத்திருக்கின்ற பொற்பேழைகளாம். இவற்றைப் பெற்று மகிழ்வது அவர்கள் கால்வழியில் வந்த பிற்றைநாள் தலைமுறையார்களின் தலைபாய கடனாகும். அவற்றைப் பயின்று அவற்றில் இலைமறை காய்களாகச் செறிந்து கிடக்கும் பொருள் நயங்களையும் அவற்றின் வெளித் தோற்றங்களாகிய சொல் நயங்களையும் கண்டுணர்ந்து சுவைத்தின்புறுதலே கற்றலின் மிகச் சிறந்த நோக்கமாகும்.

தவலருந் தொல்கேள்வித் தன்மை யுடையார்
இகலில ரெஃகுடையார் தம்முட் குழீஇ
நகலி னினிதாயிற் காண்பா மகல்வானத்
தும்பர் உறைவார் பதி

என்றும்,

நுண்ணுணர்வினரோடு கூடி நுகர்வுடைமை,
விண்ணுலகே ஒக்கும் விழைவிற் றுல்

என்றும் கூறப்படுகின்றதே! இந்நுண்ணுணர்வினரும், தவலருந் தொல்கேள்வித் தன்மையினரும் இயற்றியருளிய நூல்களைப் படித்தல் அன்னாரோடு கூடி மகிழ்தலேயாகும்.

உலகத்து நாம் பல்வேறு மக்களோடு பழகும்போதும், வயிற்றுப் பிழைப் புக்காகப் பல துறைகளிலும் கிடந்துழன்று, ஓடியாடித் திரிந்து, உழைத்து அலுத்துப் போகும்போதும் தோன்றக் கூடிய வெறுப்பையும் சலிப்பையும் இலக்கியங்களே போக்கவல்லன. புல்லினஞ் சார்தல், மடி, வீண் காலப் போக்கு, பயனற்ற எண்ணத்தையும் சொல்லையும் செயலையும் பாராட்டுதல் முதலிய பல குறைகளைப் போக்கி, நல்லினம் நாடல், முயற்சி, நற்காலப் போக்கு, பயனுற்ற எண்ணத்தையும் சொல்லையும் செயலையும் பாராட்டுதல், முதலிய பல நிறைகளை ஆக்கவல்லது இலக்கியப் படிப்பு, பரந்த அறிவையும் விரிந்த பார்வையையும் நல்கவல்லது. காவிய இன்பத்தைச் சுவைத்து மகிழ் வதைவிடப் பேரின்பம் வேறு உலகத்தில் இல்லை என்பர் ஆன்றோர். வாய் ஆறுக வயிறு களனுக உணரும் அறுசுவைகளோடு சிறிது நேரமே நிலைத்து நின்று பிறகு மறைந்தொழிவதோடு தெவிட்டும் தன்மையும் வாய்ந்தன. அள வுக்கு விஞ்சினல் நோய்க்கும் இடந்தரும். செவி யாறுகச் சிந்தை களனுக உண ரும் கவிச் சுவையோ எனின் தெவிட்டாத தெள்ளமுதமாய் மேலும் மேலும் வளர்ந்து, நினைக்கும்போதெல்லாம் புத்தின்பம் பயப்பதாய், நமதுள்ளத்தை என்றும் இன்பத்தில் ஆழ்த்தவல்லதாயிருக்கின்றது. "கவிப்பாவமுதம் இசை யின் கறியொடு கண்ணற்குண்ணக், குவிப்பான்" என்ற அடியிற் கம்பர் பெருமா னும், தமிழென்ப தமிழ்துக்கு நேர் என்பதையும் இசையோடு இசைந்து அது உண்ணத் தெவிட்டாத தெள்ளமுதமாகு மென்பதனையும் சுருங்கச் சொல்லி விளங்க வைத்துள்ளதைக் காண்க. கவி இன்பத்திற்குச் செவி சாய்த்து ஒருவர் எவ்வளவில் ஈடுபடலாகும் என்பதைக் கவியொடு ஊனும் உயிரும் கலந்து ஒன்று பட்டுப் பரவசத்தோடு பாடிய, இராமலிங்க அடிகளாரது

வான்கலந்த மாணிக்க வாசகநின் வாசகத்தை
நான்கலந்து பாடுங்கால் நற்கருப்பஞ் சாற்றினிலே
தேன்கலந்து பால்கலந்து செழுங்கனித்தீஞ் சுவைகலந்தென்
ஊன்கலந்து உயிர்கலந்து உவட்டாம லினிப்பதுவே.

என்னும் செந்தமிழ்த் தீஞ்சுவைக் கவியிற் காணலாம். 'ஆயுந்தொறுந் தொறு மின்பந் தருங் கல்வி' என்பர் பிறரும். கவி நயத்திலேயே ஆழ்ந்தமிழ்ந் தெழுந்த திருவள்ளுவர், பண்புடையார் நட்பில் பயில்தொறும் இன்பம் பெருகு வதை விளக்குவதற்கு, "நவில்தொறும் நூல் நயம் போலும்" என்ற அரிய உவமையை அமைத்துள்ளார்.

செவியிற் சுவையுணரா வாயுணர்வின் மாக்கள்
அவியினும் வாழினு மென்?
செவிக் குணவில்லாத பொழுது சிறிது,
வயிற்றுக்கு மீயப் படும்.

என்பனவும் செவிச் சுவையின் கவினுறு சிறப்பைக் காட்டுவனவாம். சுருங்கக் கூறின் வாழ்க்கையின் பசி, பிணி, அவலக் கவலை, முது மைத் தளர்ச்சி முதலியவற்றைப் போக்கி மட்டிலா, மாறிலா மகிழ்ச்சியைத் தந்து என்றும் இளமையாக்கவல்லது இவ்வின்பம். சிறந்த இலக்கியங்களில் ஆங்காங்கு செறிந்து கிடக்கும் ஒன்பான் சுவையும் அவற்றிற்கேற்ற ஓசை நய மும் கற்போர் உள்ளத்திற்குக் களிபேருவகை ஊட்டுவனவாம்.

இத்தகைய பேரின்பத்தை வாழ்க்கையில் "தொட்டில் முதல் சுடுகாடு" வரையில் ஒவ்வொருவரும் அடைவதற்குரிய முற்பயிற்சியாகச் "சின்னஞ் சிறிய" பாப்பா வகுப்பிலிருந்து "பென்னம் பெரிய" எம். ஏ., புலவர் முதலிய வகுப்புக்கள்வரையில் பள்ளிகளிலும் கல்லூரிகளிலும் செய்யுள் பாடத் திட்டத்தில் (syllabus) சேர்க்கப்பட்டுக் கற்பிக்கப்பட்டுவருகிறது. செய்யுளைக் கற்பிக்கும்போது புதிய சொற்கள், தொடர்களின் அறிவு, பொருள் அறிவு, மொழிப் பயிற்சி முதலியன இடையிடையே வரினும், அவைகளே செய்யுள் கற்பிப்பதன் நோக்கமும் பயனுமல்ல. மாணவர்களின் சொற் களஞ்சியத்தை (vocabulary)ப் பெருக்குவதற்கென்றோ அவர்களது அறிவு வளர்ச்சிக்கென்றோ, கருத்துக்களை வெளியிடு மாற்றலை வளர்ப்பதற்கென்றோ செய்யுளைக் கற்பித்தல் கூடாது. ஆனால் உயிர்நிலைக் கருத்தை யுணர்ந்து புலவரின் கருத்துக்கள், உணர்ச்சிகள் (feelings), இயற்கைப் பொருள்கள் (Nature), மக்களியற்கை (human nature), உளச் சுவைகள் (emotions) முதலியவற்றின் அழகும் எழிலும் உணர்தல், அவ்வழகிய பொருள்களின்பால் பற்று ஆகியவற்றை (aesthetic sense)க் கிளர்ச்சி செய்து வளர்ச்சியுற வைப்பதே செய்யுட் படிப்பின் சிறந்த நோக்கமாகும்.

செய்யுள் அழகாயிருப்பதோடு (beauty) மட்டுமின்றி உண்மையையும் எடுத்தியம்புகின்றது (truth). இவ்வுண்மையினை அழகும் எழிலுமுற எடுத்துரைக்கும் தன்மையைச் செய்யுளின் வாயிலாக மாணவர்கள் உணரும்படி செய்துவிட்டால் கற்றதனாலாகும் மிகச் சிறந்த பயனை அவர்கள் அடைந்துவிட்டதாகக் கருதலாம். இயற்கைப் பொருள்கள் எல்லாவற்றிலும், மக்களியற்கையிலும் அமைந்து கிடக்கும் அழகோடு உண்மையையு முணரும் ஆற்றலைப் பெற்றின்புறுதலை அவர்களிடையே தோற்றுவிக்க வேண்டும்.

இனி, மாணவர்களிடையே, பாடல்களிற் பயிலும் சுவைகளுக்கேற்ற உளச் சுவைகளை அல்லது மனவெழுச்சிகளை (emotions) செய்யுள் கிளர்ச்சி செய்கிறது. சரியான முறையில் அவைகள் கற்பிக்கப்படுமானால், அச்சுவைகளை நன்முறையில் வளர்ச்சியுறவும் செய்கிறது. எந்த மன எழுச்சி ஒரு கவி தோன்றுவதற்குக் காரணமாக இருந்ததோ அச்சுவையை அக்கவி, மாணவர்களிடை உண்டுபண்ண வேண்டும். அம்முறையில் அது கற்பிக்கப்படவேண்டும் "The growth and development of our emotional life especially, greatly depends on how the mother tongue is taught. The emotional effect of Literature and Poetry is something which is of vital importance in the development of personality. This emotional training and development depends absolutely on the mother tongue." என்று ரைபர்ன் என்னும் பேராசிரியரும் கூறுகின்றார். எனவே ஒவ்வொரு மாணவருக்கும் உரிய உளச்சுவைகளுக்கு ஏற்ற செய்யுட்கள் அவ்வவ மாணவருக்குக் கற்பிக்கப்பட வேண்டும். ஒவ்வொரு மாணவரின் உளச் சுவையை உணர்ந்து, அதற்கேற்ற பாடலைப் பொறுக்கி எடுத்துக் கற்பிக்கும் பெரும் பொறுப்பு தாய்மொழி ஆசிரியரைச் சார்ந்திருக்கிறது. ஆனால் பல்லாயிர மாணவர்களுக்கு ஒரே பாட நூலாக அமைந்திருக்கிற பாடத் திட்டப்படி கல்வி கற்பிக்கப்படுகின்ற கல்வி முறையில், ஒவ்வொரு மாணவனுக்கும் ஏற்ற மன எழுச்சி வெளிப்பாடு, வளர்ச்சி முதலியவற்றிற்குரிய வழிவகைகளைத் தனிப்பட்ட பள்ளிகளும் ஆசிரியர்களும் வகுத்துக்கொள்ளுதற்குரியர்.

செய்யுட் படிப்பு, மாணவர்களின் கற்பனை (imgination), படைப்பாற்றல் (creative talent) ஆகியவற்றையும் வளப்படுத்தவல்லது. அவர்களின் தனித் தன்மையை வளர்த்து (individuality), தாய்மொழிப் பற்றும், தாய் நாட்டுப் பற்றும் ஊட்டவல்லது. பெற்ற தாய்மொழியும், பிறந்த நன்னாடும் நற்றவ வானினும் நனி சிறந்தனவாம். இவற்றின் வழிநில்லார் மக்களல்லர்; மாக்களே. இதை அடுத்து, " ஒன்றே குலமும் ஒருவனே தேவனும் " என்ற பரந்த உலகப் பொது நோக்கமும் இலக்கியப் படிப்பினால் விளையக்கூடிய பயனாகலாம்.

இனி, தாய்மொழி இலக்கியத்தைப் படிப்பதனால் பள்ளிக்கூட வாழ்வில், அதன்பின்னர் வாழ்க்கை முழுவதிலும், காரண காரிய முறையில் பொருள்களை உணர்ந்து உட்கொண்டு வெளிப்படுத்துவது என்னும் சிறந்த மனப் பயிற்சியும், நிலைத்ததும் ஆழ்ந்ததுமான ஈடுபாட்டைக் கல்வியில் செலுத்தலும், முறைப்படி ஒழுங்காக வேலை செய்தலும், குறித்ததைக் குறித்த மொழியில் வெளியிடுத லும், கலைத் துறைகளில் இறங்கி உழைத்தலும் ஆகிய நற்பழக்கங்கள் பல இயல்பாகவே வந்தெய்தும். அவ்விலக்கியம் எழுந்த காலத்து அந்நாட்டின் வரலாறு, வாழ்க்கை முறை, நடை, உடை, எண்ணங்கள், பழக்க வழக்கங்கள், பொருள், அரசியல், சமயம் முதலியவற்றின் நிலை, இசை, கூத்து முதலிய கலைகள், அந்நாட்டில் நிறுவப்பட்டுள்ள பல நிலைபங்கள் ஆகியவற்றையெல்லாம் உணர்வதற்கும், அவற்றின் இயல்புகளை ஆராய்தற்கும் ஆன ஒரு நல்ல வாய்ப்பை அளிக்கும் நோக்கமும் செய்யுட் படிப்புக் குண்டு. இப்பயனை இலக்கியச் சான்று (literary evidence) என்னும் பெயரால் அழைக்கலாம். வரலாறு (history), கல்வெட்டுக்கள் செப்புப் பட்டயங்கள் (epigraphy), பழங் கட்டிடங்கள் கோயில்கள் (archaeology), பண்டை நாணயங்கள் (numismatics), அயல் நாட்டினர் குறிப்புக்கள் (foreign testimony) முதலியன இல்லாத ஒரு கால வரலாற்றுக் குறிப்புக்களை இலக்கியச் சான்று கொண்டேதான் நிறுவ இயலும். அவைகள் இருக்கும் ஒரு கால வரலாற்றுக்கும் இலக்கியச் சான்று அரண் செய்யுமே ஒழிய முரண் செய்யாது. இறுதியாக இவை எல்லாவற்றிலும் சிறந்த செய்யுட் படிப்பின் நோக்கத்தைக் கூறுவோமாக. நந்தம் செந்தமிழ் மொழியில் அறம் பொருளின்ப வீடுகளின் இயல்பைத் திறம்பட விளக்கும் சீரிய நூல்களும் ஒழுக்கத்தின் விழுப்பத்தை உணர்த்தவல்ல நூல்களும், உள்ளத்தை உருக்கிக்கொண்டு, மருள்நெறி நீக்கிக் கடவுள் அருள் நெறியிற் செலுத்தவல்ல கடவுள் வாழ்த்து, வணக்கம் மெய்யுணர்வுபற்றிய தெய்வத் திருப்பனுவல்களும் எண்ணிறந்தன உள்ளன. இவற்றைப் படிப்பதால் நல்லொழுக்கமும் கடவுள் அன்பும் நேர்முகமாகவும் மறைமுகமாகவும் மாணவர்கள்பால் அமைய இடமுண்டு.

இத்தகைய அருமை பெருமைகளைக் கொண்டுள்ள செய்யுளைப் பள்ளிகளில் தாய்மொழி ஆசிரியர்கள் தக்க முறைகளில் புகட்டி அப்படிப்பின் நோக்கங்கள் பயன்களாக நடைமுறையில் மாணவர்கள் கைவரப் பெறுமாறு கற்பிப்பார்களாக. இது ஒன்றே நாட்டிற்குச் செய்யும் தொண்டுகளில் தலைசிறந்ததாகும் என்பதில் ஐயமில்லை.

வருங்காலக் கல்வியின் சில அம்சங்கள்

(C. ஜெகந்நாதாச்சார்யர், M.A., L.T., தலைமைத் தமிழ்ப் பேராசிரியர்,
விவேகாநந்தர் கல்லூரி, மயிலை)

நமது நாடு விடுதலை பெய்தி ஜனநாயக ஆட்சிமுறை ஏற்பட்டுள்ளது அனைவரும் அறிந்ததே. மக்கள் அனைவர்க்கு மொக்க நல்வாய்ப்புக்கள் சமமாக வழங்கவேண்டுவது இன்றியமையாததாகின்றது; வாழ்க்கைக்கு அடிப்படையான அவசியமான தேவைகளை அனைவர்க்கு மொக்க வழங்குதல் கடப்பாடாகின்றது. இதனை யொட்டி அரசியலாரால் ஐந்தாண்டுத் திட்டங்கள் வகுக்கப்பட்டிருப்பதை நாமறிவோம், முதல் ஐந்தாண்டுத் திட்டத்தினும் இரண்டாவது திட்டம் சற்றுத் துணிகரமாகவே அமைந்து ஆக்கச் செயல்களோடு மிளிர்கின்றதெனலாம்.

கல்வித் துறையைப் பற்றி நோக்குங்கால், ஆரம்பப் பள்ளிக்குச் செல்லுதற்கேற்ற வயதுள்ள குழந்தைகளில் (Primary Stage) பாதிக்கும் குறைவாகவே பள்ளிக்குச் செல்லுகின்றனர்; உயர்நிலைப் பள்ளிகளுக்கோ ஐந்திலொரு பகுதியினரே செல்லுகின்றனர். எனவே, இந்த இரண்டாவது ஐந்தாண்டுத் திட்டத்தில் கல்விக்காக—அதிலேயும் சிறப்பாகப் பாமர மக்களின் கல்விக்காக—நிரம்ப வாய்ப்புகள் கொடுககடபோவதாகத தெரியவருகிறது.

6-14 வரை வயதுள்ள சிறுவர்களின் மொத்த ஜனத்தொகையில், 1939-40ல் 23 சத வீதமே பள்ளிக்குச் சென்றனர்; 1950 51ல் இது 32 சதவீதமாயிற்று; முதல் ஐந்தாண்டுத் திட்டத்திறுதியில் இஃது 40 சத வீதமாவது உயரும் என்று எண்ணப்படுகிறது. ஆனால், அரசியலமைப்பின் (Constitution) கொள்கைப்படி, பததாண்டுகளுக்குள் பதினான்கு வயதுக்குட்பட்ட சிறுவர்களனைவர்க்கும் கட்டாயக் கல்வி இலவசமாக வழங்கப்படல் வேண்டும். ஆகவே, இந்த இரண்டாவது ஐந்தாண்டுத திட்டத்தில் ஆரம்பப் பள்ளிக்கூடங்களில் தக்க வசதிகளோடு அபரிமிதமான பெருக்கம் ஏற்பட வேண்டுவது அவசியமாகின்றது.

1955-56ல் 6 முதல் 14 வயதுவரையுள்ள பள்ளிக்குச் செல்லும் மாணவர்களின் தொகை 29 மிலியன். இதை 1960 61க்குள் 46 மிலியன்களாக உயர்த்த வேண்டுமென்பது திட்டம். வெறுமனே பள்ளிக்கூடங்களை அமைத்துவிட்டால் மட்டும் போதாது; அந்தப் பள்ளிகள் குழந்தைகள் மகிழ்வோடு வந்து பயிலுமாறு கவர்ச்சிகரமான சூழ்நிலைகளோடு அமைக்கப்படல் வேண்டும், மற்றும், கட்டாயக் கல்வித் திட்டம் வெற்றியுற நடைபெற வேண்டுமெனில், அக்குழந்தைகளின் பெற்றோர்களின் வாழ்க்கைத்தர நிலை சிரமமில்லாதபடி யமைந்து சற்றுத் தகுதியுடையதாகவிருத்தல் வேண்டும்; அவர்களுச்கு வயிற்றுக் கவலையே பெரிதாக இருக்கப்படாது. நம் நாட்டைப் போன்றவற்றில் ஏழைப் பிள்ளைகளுக்கு நண்பகலில் உணவும், படிக்கப் புத்தகம், எழுதப் பலகை இன்னோரன்ன வசதிகளும் அளிக்கப்படல் வேண்டும். இதனைச் சர்க்கார் தீவிரமாக ஏற்று நடத்த முன்வரவேண்டும்.

இவ்வாறாக, எழுதப் படிக்கத் தெரியும் மக்களின் தொகையை விரைவில் அதிகமாக்க வேண்டுமென்பதும், எல்லா நிலைகளிலும் (At all levels) கல்வியைச் சீரிய முறையிலே செப்பனிட்டு அமைக்க வேண்டுமென்பதும், ஆசிரியர்களின் ஊதியத்தை யுயர்த்த வேண்டுமென்பதும் இரண்டாவது திட்டத்தின் முக்கிய நோக்கங்கள்.

சாதி சமய நிற சமூக வேறுபாடுகளின்றி இருபாலாருக்கும் அவரவர் மேன்மையான தகுதிக்கேற்ப உச்ச நிலைக் கல்விவரையில் படிக்கும் வாய்ப்புக்கள்—'ஸ்காலர்ஷிப்' போன்றவை—அளிக்கப்படல் வேண்டும். மற்றும்,

எளிய ஏழை மாணவர்களுக்கு இலவசமாக உணவும், தங்குவிடுதிகளும், சம்பளம் கட்டும் வசதிகளும் செய்யப்படல் வேண்டும். இத்தகைய முயற்சிகளில் சர்க்கார் வழிகாட்டியாக நின்று சேவைபுரிய வேண்டும். சீனு தேசத்தில் ஆரம்பப் பள்ளி முதல் பல்கலைக் கழக நிலை வரையில் கல்வி இலவசமாக அளிக்கப்படுகிறது என்ப. அன்றியும், உடல்நலத்திற்காக விளையாட்டுத் துறைகள் பெருக வேண்டும்; நாகரிகப் பண்பாட்டுக்காக வானொலி, சினிமா போன்றவற்றை நன்முறையிற் பரப்பவேண்டும்; இலக்கியம், இசை, நடனம் இன்னோரன்ன துறைகளிலும் பெருவாரியான வசதிகள் செய்யப்பட வேண்டும். அங்ஙனமே ஆற்றின், முன்னேற்றம் காண வழியுண்டு. மற்றும், விஞ்ஞானத் துறை தொழிற்றுறை சம்பந்தமான ஆராய்ச்சிகள் தேசியத் தேவைகளையொட்டிப் பல்கலைக் கழகங்களிலும் தேசிய ஆய்வுக் கூடங்களிலும் (National Laboratories) இன்னும் இதர விஞ்ஞான ஸ்தாபனங்களிலும் மேற்கொள்ளப்படல் வேண்டும்; மற்றும், அந்தத் தாபனங்கள் ஒருசேர நின்று, இந்த ஆய்விலான உண்மைகளைக் காண ஒத்துழைக்க வேண்டும.

தற்போது, கல்லூரி புக விரும்பும் ஒவ்வொரு மாணவனும் விஞ்ஞானக் கலைகளிலும் ஏனைய கலைஞானங்களிலும் அடிப்படைத் தத்துவங்களையறிய வேண்டுமென்ற மனப்பான்மையோடு பல்கலைக் கழகத்தினர் 'Pre-University Course' என்ற ஒரு புதுத் திட்டம் வகுத்துள்ளனர். அஃது அடுத்த ஜூன் மாதத்தில் (1956) நடைமுறைக்கு வருகின்றது. 'பட்டம் பெறுங் கல்வி'யை மூன்றாண்டுகள் பயிலுவதாக ஆக்கப்பட்டுள்ளது. இப்புதிய முறை எவ்வளவு தூரம் வெற்றியுறுமென்பது பயின்ற பிறகு நிர்ணயிக்க வேண்டுவதொன்றே.

இனி, இவ்வாறாகப் பல நிலைகளிலும் கல்வி பரந்துபட்டதாக அமைய வேண்டின், அதற்கேற்ப நன்கு பயிற்சிபெற்ற ஆசிரியரின் எண்ணிக்கையும் பெருகுதல் சகஜமே. எனவே, ஆசிரியர்கள் பல்லோரின் தேவையும் ஏற்படுகின்றது. ஆசிரியரின் தேவை ஒருபுறமிருக்கட்டும். இனி, இரண்டாவது ஐந்தாண்டுத் திட்டத்தின் முக்கிய அமிசம் அதிகமான பேர்களுக்கு வேலை கொடுத்தலே சுமார் 9 முதல் 10 மிலியன் பேர்களுக்கு வேலை கொடுக்க வசதி செய்ய வேண்டுமாம்! நம் இந்தியாவிலோ, ஜனத்தொகை வருடத்திற்குச் சுமார் 4·5 மிலியன் அதிகமாவதாகக் கணக்கிடப்பட்டிருக்கிறது. ஆண்டொன்றுக்கு இந்த அதிகத் தொகையில் 40 சதவீதம்—அதாவது சுமார் 1·8 மிலியன் நபர்களுக்கு வேலை கொடுக்க வேண்டிவரும். இது தவிர, ஏற்கெனவே வேலையில்லாமல் பலர் இருக்கின்றனர் என்பது தெளிவு. அதிலேயும், படித்தவர்களுக்குள்ளே வேலையில்லாமை பெரிதும் காணப்படுகிறது. எனவே, இந்த வேலையில்லாத் திண்டாட்டத்தைச் சமாளித்துச் சீர்படுத்தச் சர்க்கார் முனையவேண்டும். வேலையில்லாமலிருக்கும் படித்த பல்லோர்களை ஆசிரியத் துறையில் ஊக்கித் தக்க ஊதியம் அளிக்க முன் வரவேண்டும். எவ்வகையில் நோக்கினும், ஆக்கத் துறையில் சேவை செய்யும் ஆசிரியர்களுக்கு அளிக்கப்படும் ஊதியம் மிகக் குறைவு என்பது விசதம். அவர்கள் எவ்வளவு கூக்குரல் எழுப்பியும் செவி சாய்ப்பாரில்லையே! தற்போது, 'யூனிவர்சிடி கிராண்ட்ஸ் கமிஷன்' (University Grants Commission) பல்கலைக் கழகங்களிலும் அதனோடு இணைக்கப்பட்ட கல்லூரிகளிலும், வேலை செய்யும் ஆசிரியர்களுக்கு இன்ன ஊதியம் கொடுக்கப்படல் வேண்டும் என்று தரம் வகுத்துச் சிபார்சு செய்துள்ளது. மாற்றியமைக்கப்பட்ட இந்தச் சம்பள அளவு முறை 1956 ஏப்ரல் முதல் தேதி செயல்முறையில் மேற்கொள்ளப்படல்வேண்டும் எனச் சிபார்சு செய்துள்ளது; மற்றும், 'இதுவரை சேவை செய்துள்ள ஆண்டுகளைக் கணக்கிட்டு, ஒவ்வொரு ஆசிரியர்க்கும மூன்றாண்டுகட்கு ஒரு உயர்வுப் படி (Increment) என்ற விகிதத்தின்படி சம்பளத்தை உயர்த்தி, அந்தத் தொகையில் இந்தப்புதுச் சம்பளப் படி அளவை அமைக்க வேண்டும்' என்றும் கூறியுள்ளது. மற்றும், இதனாலேற்படும் செலவை, 'யூனிவர்ஸிடி கிராண்ட்ஸ் கமிஷனும்' 'ஸ்டேட்ஸ் கவர்ன்மெண்டு'களும் 80 : 20 விகிதத்தில் ஏற்றுக்

கொள்வதாயும் கமிஷனால் தீர்மானிக்கப்பட்டுள்ளது. எனினும், 'சர்க்கரை, சர்க்கரை என்றால், வாயில் போட்டால்தானே தித்திக்கும்.' பல்கலைக் கழகங்களிற் போலவே, இணைக்கப்பட்ட எல்லா கல்லூரிகளிலும்கூட, இந்த ஊதியப்படி நிலவினால் உண்மையிலேயே ஆசிரியர் குடும்பக் கவலை பெரிதும் நீங்கி, மேலும் சீரிய முறையிற் பணியாற்றுவர் என்பது துணிபு. 'மனக் கவலை பலக் குறைவன்றோ!' ஆதலின், ஆசிரியரின் மனக் கவலை நீக்க வழியேற்படுமென்று எதிர் பார்க்கப்படுகிறது.

இனி, அடுத்தபடியாக மொழிப் பிரச்னையைப் பற்றிச் சிறிது கூறுவாம். உயர்நிலைப் பள்ளிகளில் பயிலும் மாணவர் தாய்மொழி தவிர மேலும் இரு மொழிகள் பயிலுதல் நலம். நமது கல்வி மந்திரி ஸி. சுப்பிரமணியம் அவர்கள் கூறுவது:—"நம் நாட்டில் உயர்தரப் படிப்பு பெறும் எவனும், மூன்று மொழிகள் படித்தே தீர்தல் நலம்—தாய்மொழி, ஆங்கிலம், ஹிந்தி."* சென்னை அரசியலார் பிராந்திய மொழிமூலம் கல்வி கற்பித்தலையும், நடைபெறும் ஆட்சிமுறையில் பிராந்திய மொழி பயிலுதலையும், மக்களுக்கும் சர்க்காருக்கும் இடையே நடக்கும் விவகாரங்களனைத்தும் பிராந்திய மொழியிலேயே செய்தலையும் மேற்கொள்ள முனைந்திருக்கின்றனர். இம் முன்னேற்றம் வரவேற்கத்தக்கதே. ஏனெனில், குடியரசில் பொதுமக்கட்குக் கல்வி, தாய்மொழிமூலமே போதிக்கப்படல் வேண்டும். அப்போதுதான் அவர்கள் பகுத்தறிவோடு தமது வாக்குரிமையளிக்க வசதியேற்படும்; உண்மையில், ஜனநாயக ஆட்சி அப்போதுதான் நிலவும்.

இனி, இறுதியாக, வருங்காலக் கல்வியில் நிலவவேண்டிய சில முக்கிய அம்சங்களைக் கூறித் தலைக்கட்டுவேன். கல்வி பயிலும் மாணவ மாணவியர் பிற்கால வாழ்க்கையிற் செவ்வன் வாழும்படி செய்தலையே முக்கிய நோக்கமாகக் கொண்டு கல்வித் திட்டம் அமைதல் வேண்டும். அவ்வப்போதுள்ள சமூகச் சூழ்நிலையில் நிரந்தரமான நல்வாழ்வு பெறும்வகை கல்வி அமைதல் வேண்டும்: உள்ளம், உரை, செயல் மூன்றும் பண்பட்டு நல்வழியிற் செல்லும் பெற்றிமை ஏற்படல் வேண்டும்; கல்வி பயில்வோரனைவரும் நாட்டுக்கு நலம் கோரும் ஆடவரும் பெண்டிருமாகத் திகழ்தல் வேண்டும்; மாணவர் எல்லா வகையினும் தோற்றப் பொலிவோ டிலங்கி, அமைதி குன்றாது, ஒத்திருக்கும் உள்ளத்தராவோராய் இருத்தல் வேண்டும். நாட்டிலுள்ள பல சமயங்களின் முக்கியமான கொள்கைகளையும் அவற்றின் நீதிகளையும் மாணவர் அறிதல் வேண்டும். "Secular State" என்றதாலேயே சமயங்களுக்கும் தமக்கும் யாதொரு சம்பந்தமுமில்லை யென்று தள்ளிவிடுவதன்று; ஒவ்வொரு சமயத்தின் நல்லுபதேசங்களையும் தெரிந்து, அவற்றைப் பல திறப்பட்ட சமூக மக்களிடைப் பழகுங் காலத்துக் கையாளுதல்வேண்டும் என்பது"** என்றார் டாக்டர் K. N. கட்ஜூ. மாணவர்க்கு மேலும் மேலும் படிக்க ஊக்கமுண்டாகவேண்டும். "நவில்தொறும் நூல்நயம்" காணலாமன்றோ! ஆசிரியர்களும் மேற்சொன்ன வகையில் மாணவர்களை ஊக்கித் தங்கள் வேலையை மனப்பூர்வமாக உற்சாகத்தோடு செய்யவேண்டும்; யோக்கியமான, உண்மையான கடமைகள் எஞ்ஞான்றும் அரசியலாரால் மதிக்கப்பட்டுத் தாமே ஊதியம் அளிக்கும்படி செய்யும். இங்ஙனமாக, கல்வி வளர்ந்தால் அறிவு வளரும்; அறிவு வளர்ந்தால் ஆகாததுமுண்டோ?

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*"My personal view is, any person who gets higher education in our country will have to learn three languages—mother-tongue, English and Hindi." ("The Hindu" dated 11-11-55).

**"The conception of a Secular State did not mean that they had nothing to do with religion. Young people should pick up good teachings of each religion and practise them in their day-to-day dealings with different sections of the society." ("The Hindu", Nov. 4th, 1955)

காப்பி அடிப்பது

(V. நடராஜன்)

[சென்னை ஆசிரியர் சங்கம் (கில்டு) 1895ல் தோன்றியது. அதன் வைர விழாக் கொண்டாட்டத்தை மிகவும் சிறப்பாக நடத்துவதென கில்டு நிர்வாகத்தினர் தீர்மானித்திருப்பது பற்றி பெருமகிழ்ச்சி. அந்த கில்டு பிறந்த ஆண்டு தான் யானும் பிறந்தேன். கில்டு வைர விழா மலரில் பிரசுரிக்க வேண்டு மென்று ஒரு கட்டுரை எழுத எனக்கும் ஒரு வாய்ப்பு அளித்தற்கு மிகவும் நன்றி. பள்ளிச் சம்பிரதாயத்திற்கும் ஆசிரியர்களது ஒழுங்கு முறைகளுக்கும் உதவியாக இக்கட்டுரை எழுதியிருக்கிறேன்.—V.N.]

"ஏண்டா! சோமு! இந்தப் புதுப் பட்டம் ஏது? மிகவும் நன்றாக இருக்கிறதே!"

"எங்கள் தெருவில் சுங்க்வா சுன் என்று ஒரு சீனாக் காரர் குடியிருக்கிறார். அவரிடம் ஒரு பட்டம் இருந்தது. அதுமாதிரி செய்தேன்."

"பேஷ்! நன்றாக இருக்கிறது. சரியான காபி!"

"நல்லதைக் காப்பி அடிப்பது மிகவும் நல்லது அல்லவா?"

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"ஏன்! சார்! நீங்கள்கூட ஒரு புஷ்கோட் தைத்துவிட்டீர்களே!"

"எல்லாரும் இப்ப போடுவது புஷ் கோட்தானே! அதுதான் பாஷன்! நான் மாத்திரம் காப்பி அடிக்கக்கூடாதா?"

"பாஷன் தொடங்குவது அப்படித்தானே! ஒருவரை யொருவர் பார்த்துக் காப்பி அடிப்பது மிகவும் சிறந்தது. அப்போதுதான் முன்னேற்றம் காண முடியும். வாழ்க்கையும் சுவையாயிருக்கும்."

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"இந்தப் புது மாடல் மோடார் கார் பார்த்தீர்களா?"

"இதில் புதியது என்ன இருக்கிறது! இப்போது வரும் அமெரிக்கன் கார்கள் எல்லாம் இப்படித்தான். எல்லாரும் காப்பி அடிக்கிறார்கள்."

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காப்பி அடிப்பது உலகமெங்கும் வாழ்க்கைத் துறையில் பல அம்சங்களிலும் இயல்பாக உள்ளது. மனித நடத்தையில் அடிப்படையாக அமைந்துள்ள சுபாவம் இவ்வாறு ஒருவரைப் பின்பற்றுதல் ஆகும். குறிப்பு அறிவதும், ஒத்துணர்ச்சியும், சேர்ந்து பின்பற்றுதல் சுபாவத்தைப் பலப்படுத்திப் பயன்தரும்படி செய்யும். இதனால் சமூகப் பண்பாடு, ஒருவரை யொருவர் பின்பற்றி உறுதியடைந்து உயர்ந்து மேன்மை பெறுகிறது.

இவ்வளவு மேன்மையான இயல்பு சுபாவத்தைப் பள்ளி வாழ்க்கையில் மாத்திரம் ஏனோ மிகவும் கேவலமாக வருணித்துப் புறக்கணிக்கிறோம். "காப்பி

அடித்தல்" என்றால் மகா பாவம், ஈனமானதொரு செயல் என்றெல்லாம் ஒருவித மூட சம்பிரதாயம் சூழ்ந்துவிட்டது. உளநூல் உண்மைகளையும் தத்துவங்களையும் நன்கு பயின்று பட்டம் பெற்று ஆசிரியர் தொழிலுக்கு வருவோர் இந்தப் பழைய சம்பிரதாயக் கொள்கையைத் தகர்த்து அப்புறப்படுத்த வேண்டும். பள்ளிவாழ்வு சம்பிரதாய முறைச் சொல் அகராதியில் 'காப்பி அடிப்பது' என்றால் இயல்பாக அமைந்து உள்ள ஒரு நற்குணம் என மாற்றவேண்டும். அச்சொற்றொடரைச் சூழ்ந்துள்ள ஒருவிதக் கெட்ட அபிப்பிராயத்தைப் போக்க வேண்டும். இது புரட்சிகரமான ஒரு சீர்திருத்தம் என்று யாரும் பயப்பட வேண்டியதில்லை.

கல்வித் துறையில் பின்பற்றுதல் இயல்பான பேருதவியாகும். அறிவு பெருகவும், செயல் திறமை விருத்தியடையவும் இந்த இயல்பு சுபாவம் அவசியம். இதைப் பயன்படுத்தியே வெற்றி காண முடியும். சீடர்கள் ஆசிரியர்களைக் காப்பி அடித்து முன்னேற்றம் அடைகிறார்கள். மாஸ்டர் தொழிலாளியைக் காப்பி அடித்து அப்ரெண்டிசுகள் தேர்ச்சி பெறுகிறார்கள். ஒருவரை யொருவர் காப்பி அடித்தே உலகம் முன்னேற்றம் அடைந்துவருகிறது. பாலர்களுக்குச் சிறந்த வழிகாட்டிகளாகப் பலர் உதவி செய்கிறார்கள். பெற்றோர்கள், குடும்பத்தினர், ஆசிரியர், அண்டை அயலார்கள், சகபாடித் தோழர்கள், இவர்கள் எல்லாரையும் காப்பி அடித்தே பயிற்சியும் தேர்ச்சியும் சிறப்பாக ஓங்கும்.

அப்படியிருக்க 'காப்பி அடிப்பது' ஒழுங்கீனம் என்ற கருத்து எவ்வாறு ஏற்பட்டது? பாலர்கள் எப்போதும் ஏமாற்றும் சுபாவம் கொண்டவர்கள் என்ற அடிப்படையில் இந்தக் கருத்து பிறந்தது. இதுகாறும் பள்ளிச் சாலை சட்டதிட்டங்கள் இந்த அடிப்படைக் கருத்தை அநுசரித்தே ஏற்பட்டன. அந்நிய ஆட்சி இருந்த காலத்தில் அதன் பிரதிபலிப்பு அம்சமாக இந்தச் சந்தேகம் ஏற்பட்டிருக்கலாம். நாட்டு மக்களைக் கட்டுப்படுத்தி அடக்கி ஆளும் முறையில் சட்ட திட்டங்கள் அமைப்பது போலவே பள்ளி பரிபாலன முறையிலும் அதே மாதிரிச் சட்டதிட்டங்கள் அமைந்திருக்கலாம். ஆனால் சுதந்தரம் பெற்ற பிறகும் இனியும் அவ்விதச் சந்தேக அடிப்படையில் உள்ள சட்டதிட்டங்களை மாற்றி அமைக்கவேண்டியது அவசியம். இக்காலத்திய பாலர்களும் பாலிகைகளும் சுதந்தர மக்கள்: வருங் கால இந்தியாவின் மகோந்நத நிலையை அமைக்கப் போகிறவர்கள். அவர்களது தன் மதிப்பையும் கௌரவத்தையும் சிதைக்காமல் பெருமைப் படுத்தி வளர்க்கும் வகையில் சட்டதிட்டங்கள் இனி அமைய வேண்டும்.

"ஒருவரை யொருவர் காபி அடிக்காதீர்கள்," "முகத்துக்கு முகம் நின்று எழுதுங்கள்" என்றவாறு கட்டளைகள் தருவதை அறவே நீக்கிவிட்டுப் புது மாதிரிப் பயிற்சிகளும் அலுவல்களும் பள்ளியில் இனிப் பழக்கம் செய்யவேண்டும். தெரிந்தவன் தெரியாதவனுக்குச் சொல்லிக் கொடுத்து உதவி செய்யுங்கள், புத்தகத்தைப் பார்த்து விடைக் குறிப்புகள் தயார் செய்யுங்கள் என்ற ரீதியில் பயிற்சி அப்பியாசங்கள் தருவது அவசியம். வலியவன் மெலியவனுக்கு உதவுவதில் ஒருவிதத் தப்பிதமும் இல்லை.

காப்பி அடிப்பது சிறப்பானதொரு இயல்பு, சுபாவம் எனினும் அது எவ்வகையில் தீக்குணமாகிறது என்று விளக்குவது மிகவும் முக்கியம். சகபாடியினிடம் உதவி பெறுவதுபற்றி யாரும் ஆட்சேபிக்கவில்லை. ஆனால் அந்த உத

வியை ஒளித்துத் தானே செய்ததாகக் காட்டிக்கொள்வதுதான் அசத்தியம். அதுதான் திருட்டுக்குச் சமானம். ஒருவனது திறமையை இன்னொருவன் அபகரித்துக்கொள்ள முடியாது. ஆனால் தனக்குத் திறமையில்லாதபோது பிறன் செய்ததைக் 'காப்பி அடித்து,' தான் செய்ததாகப் பாசாங்கு செய்வதே அவமானம். "எனக்குத் தெரியவில்லை. என் நண்பனைக் கேட்டுச் செய்தேன். அவனைப் பார்த்து எழுதினேன்" என்று பயமின்றி ஒப்புக்கொள்ளும்படி பழக்கம் செய்வதுதான் பள்ளிப் பயிற்சியில் முக்கியம். அவ்வாறு ஒப்புக்கொள்ளப் பயப்படுவதற்குக் காரணமான அம்சங்களைப் பள்ளி முறைகளிலிருந்து அகற்ற வேண்டும். ஒளிப்பது, பாசாங்கு செய்வது, அசத்தியம் பேசுவது—இவை எல்லாவற்றிற்கும் அடிப்படைக் காரணம் பயம். பயம் ஒழிந்தால் சத்தியப் பண்பாடு தானே அமையும்.

பள்ளிப் பயிற்சிகளும் செயல் திட்டங்களும் ஒருவருக்கொருவர் உதவிக் கொள்ளும் வகையில் அமைப்பதுதான் இப்போது அநுசரிக்கவேண்டும். திறமை அதிகம் உள்ள ஒரு பிள்ளையுடன் மட்டத் திறமையுள்ள இரண்டு மூன்று சகாக்களை இணைத்து ஒரு குழு அமைக்கலாம். இவ்விதம் குழுக்கள் அமைப்பதால் பிள்ளைகள் ஒருவருக்கொருவர் உதவிக்கொள்வார்கள், அப்பியாசப் பழக்கத்தில் செயல் திறமையும் அதிகப்படும். பலரும் அறிவதால் ஒருவன் தான் பெற்ற உதவியை ஒளிக்க முயலமாட்டான். உதவி பெறுவதில் கொஞ்சமேனும் அவமானம் இல்லை, உதவி பெறவில்லை என்று பாசாங்கு செய்வதே பெரிய அவமானம் என்ற மனோபாவம் ஏற்படும்.

இவ்விதம் புதிய வகையில் பயிற்சி அப்பியாசங்களும் செயல் திட்டங்களும் அமைப்பதால் பிள்ளைகளின் தன் மதிப்பு, சீரான முறையில் உறுதிப்படும். பிள்ளைகளின் பொது அபிப்பிராயமும் மிகவும் சீலமான பண்பாட்டில் அமையும். பிள்ளைகளே தமது ஆக்கச் செயல்களையும் தேர்ச்சி அளவையும் ஒருவரோடொருவர் ஒத்திட்டுச் சரிபார்த்து ரகப்படுத்தி மதிப்பிட்டுக்கொள்ளும் பெருமை உண்டாகும். தன்மதிப்பு பெருகுகிறது. தேர்ச்சி ஏற்றத்தினால் மகிழ்ச்சி கொள்கிறான். தேர்ச்சிக் குறைவு கண்டவுடன் தன் சுய முயற்சியை அதிகரிக்கிறான். சுய நோக்கமும் சுய முயற்சியும் உண்டாகும். தன்னைத் தானே ஏமாற்றிக் கொள்வதில்லை. தனக்கு இல்லாத திறமை இருப்பதாகக் காட்டிக் கொள்வதில் தனக்கே கெடுதல் என்று அறிகிறான். அது மாத்திரமல்ல. இல்லாததை இருப்பதாகக் காட்டிக் கொண்டால் உடனிருக்கும் சகபாடிகள் சும்மா விட்டுவிடுவார்களா? ஏமாற்றுபவனை ஏளனம் செய்வார்கள். ஏளனத்திற்கு இலக்காகத்தான் இருக்கக்கூடாது என்ற ஆசை உண்டாகிறது. சகபாடிகளின் பாராட்டுதலைப் பெறும் அவாவும் அவனது முயற்சியை ஊக்குவிக்கிறது.

இளைஞர் சமூகத்தில் பொது அபிப்பிராயம் நல்லதொரு முறையில் அமைவதற்கே பள்ளியின் திட்டங்கள் இருக்க வேண்டும். பழைய சம்பிரதாயக் கருத்துக்களை ஒதுக்கிவிட்டு இப்போது அமைந்துள்ள சூழ்நிலைக்கேற்றவாறு ஆசிரியர்கள் இனி ஒவ்வொரு வகுப்பிலும் பயிற்சி அப்பியாசங்களையும் ஆக்க வேலைகளையும் திட்டமிட்டு நடத்தி இளைஞர்களது தன்மானத்தையும் தன்மதிப்பையும் உறுதிப்படுத்தி, சுதந்தர மக்களாகப் பாரத நாட்டின் பெருமையை நிலைநிறுத்தும்படி செய்வார்களாக.

பாடசாலைகளுக்கும் பொதுஜன லைப்ரரிகளுக்கும் உபயோகமான புத்தகங்கள்

1. **புதுமை கண்ட பெரியோர்கள்:** *ஆறு விஞ்ஞானிகளின் வரலாறுகளைப்பற்றி ரேடியோ மூலம் குழந்தைகளுக்கான பேச்சுக்கள் அடங்கியது. படங்களோடு கூடினது. 52 பக்கங்கள். விலை 12 அணா.*

(ஒரே தடவையில் 10 புத்தகங்கள் வாங்குபவர்களுக்கு விலையில் $16\frac{2}{3}\%$ தள்ளித் தரப்படும். தபால் சார்ஜ் வேறு.)

2. **பாரத்—நம் நாடு:** *ரிடயர்டு டிவிஷனல் இன்ஸ்பெக்டர் ஸ்ரீ வி. நடராஜன் எழுதியது. சமூக அறிவுப் பாடம் நடத்தும் ஆசிரியர்களுக்கும் மாணவர்களுக்கும், பொதுஜன லைப்ரரிகளுக்கும் மிகவும் உபயோகமானது. படங்களுடன் கூடியது. 160 பக்கங்கள். விலை ரூ. 1—8—0.*

(ஒரே தடவையில் 5 புத்தகங்கள் வாங்குபவர்களுக்கு விலையில் $16\frac{2}{3}\%$ தள்ளித் தரப்படும். தபால் சார்ஜ் வேறு).

3. **முதியவன் விருந்து:** *சென்னை புத்தகாலயச் சங்கத்தால் பிரசுரிக்கப்பட்டது. பல பிரபலஸ்தர்களால் விசேஷமான கட்டுரைகள் அடங்கியது. 384 பக்கங்கள். விலை ரூ. 5.*

(பாடசாலைகளுக்கும் லைப்ரரிகளுக்கும் விலையில் 20 சதவீதம் தள்ளித் தரப்படும். தபால் சார்ஜ் வேறு.)

4. **பெருந்தொழிலின் கதை** *(தமிழ்):* சென்னை அகில இந்திய ரேடியோ நிலையத்திலிருந்து பள்ளிக்கூட மாணவர்களுக்காக ஒலிபரப்பப்பட்ட ரஸமான ஆறு பேச்சுக்கள் அடங்கியது. ஹைஸ்கூல்களில் I—IV படிவ மாணவர்களுக்கும், உயர்தர ஆரம்ப பாடசாலைகளில் 6—8 வகுப்பு மாணவர்களுக்கும், பொதுஜன வாசகசாலைகளிலும் சுலபமாக படிக்கக்கூடிய விஷயம் கொண்டது. படங்களோடு கூடினது. விலை அணா 12.

ஒரே தடவையில் 10 புத்தகங்கள் வாங்குவோருக்கு விலையில் $16\frac{2}{3}$ சதவீதம் தள்ளித் தரப்படும். தபால் சார்ஜ் வேறு.

தேவைக்குக் கீழ்க்கண்ட விலாசத்திற்கு எழுதவும்:

எஸ். ஐ. டி. யூ. பப்ளிகேஷன்ஸ், லிமிடெட்,

ராஜா அண்ணாமலைபுரம், சென்னை—28.

பாலர் கல்வியும் விளையாட்டு முறையும்

S. ஜகந்நாதன்

சிறுவர் பலர் கூடி மணலில் விளையாடுகிறார்கள். மணலுள் காலை வைத்து மண்ணால் மூடிக் கிளிக் கூடு கட்டி, அதற்கு ஒரு வாசலும் அமைக்கிறார்கள். மற்றும் சிலர் மணலை மலைபோல் குவித்து அதனுச்சியில் கோயில் அமைக்க, மற்றும் சிலர் கோயிலுக்குச் செல்லும் மலைப் பாதை ஒன்று அமைக்கிறார்கள். ஆங்காங்கு மரம் செடிகளைக் காட்ட புல் செருகி வருகிறார்கள். இவ்வாறு குழந்தைகளின் இராஜ்யம் விளையாட்டான ஒரு சமுத்திரத்தில் கொந்தளிக்கிறது. அவர்கள் தேக, மன வளர்ச்சி, விளையாட்டுடன் இணைந்திருக்கிறது. பாட்டி ஒரு கெட்டிக்காரி. குழந்தைகளைக் கூட்டி வைத்துக்கொண்டு "ஒற்றையோ இரட்டையோ" விளையாடுகிறாள். புளியங்கொட்டையை இரட்டை இரட்டையாக வைக்கக் கற்றுக்கொடுக்கிறாள். விளையாட்டில் படிப்புவாசனையை இணைக்கிறாள். "பரமபத சோபான படம்" ஆடுகிறாள்; சோழிகள் காட்டும் எண்ணிற்குத் தகுந்தாற்போலக் காயை நகர்த்திவைக்கக் கற்றுக்கொடுக்கிறாள். விளையாட்டிலேயே கூட்டல் பயிற்சி நடந்து வருகிறது. சிறு சிறு விடுகவிகள் போடுகிறாள் பாட்டி; குழந்தைகள் யோசனை செய்கிறார்கள். சமர்த்தான குழந்தை புதிரை அவிழ்க்கிறான். "ஈ என்ன சொல்லிற்று? கன்று என்ன கேட்டது? குயவன் என்ன சொன்னான் தெரியுமா?" என்று படிப்படியாகக் கேட்டு நாடகம் நடிக்கிறாள். குழந்தைகளுக்கு விளையாட்டும் படிப்பும் இணைந்திருக்கக் கண்டறிந்தாள் பாட்டி: இவ்வாறு வளர்ந்த விளையாட்டு முறை, பாலர் கல்வி முறையில் ஓர் உன்னத ஸ்தானம் வகித்துவருகிறது. இம்முறையே நாளடைவில் நாடக முறை, செய்கை முறை, வாழ்க்கை முறை எனப் பலவாறு விருத்தியடைந்து வந்திருக்கிறதுபோலும்!

முக்கியமாக எண், பாஷை, பொது அறிவுப் பாடங்களின் சில பகுதிகள் இவற்றை விளையாட்டுமுறைமூலம் போதிக்க இடமுண்டு. "பரமபதப்படம்" என்பது "Snake and Ladder" என்று ஆங்கிலத்தில் உள்ளது. சோழியை உருட்டிக் காயைத் தேவையான இடத்தில் நகர்த்தி வைக்கிறதுதான் இதன் முக்கியப் பயிற்சி. நமது பாலர் வகுப்பிலும் இந்த ஆட்டங்களை நடத்துவது மிகப் பொருந்தும். ஒரு படம், நான்கு சோழிகள். ஆட்டக் காய் (ஒவ்வொரு நிறத்தில் ஒன்று) இவைகளே தேவை. பாலர் சம்பந்தப்பட்டமட்டில் 1, 2, 3, 4 இவைகளை மற்ற எண்ணுடன் சேர்த்துச் சொல்லப் பயிற்சி கொடுப்பது போதும். 8 போடுதல், தாயம், மறு ஆட்டம் என்ற பிராசீன வழக்கங்களைச் சற்றே நிறுத்திவைப்போம்.

விளையாட்டுப் பயிற்சிக்கு ஏற்ற சில படங்கள்

படம்	படிகள் அல்லது இடம்	படம்	படிகள் அல்லது இடம்
1. ஏணி	20	7. கோட்டையும் அகிழும்	55
2 சதுரக் கட்டம்	25	8. தீபாராதனைத் தட்டு	60
3. கியாலண்டர்	30	9. கடற்கரை விளக்கு	80
4. வட்டக்கியாலண்டர்	30	10. சுருள் கோட்டை	100
5 மலைக்கோயில்	50	11. நூறு சதுரக் கட்டம்	100
6. கோபுரம்	55	12. சூரிய வட்டம்	108

மேற்கண்டவாறு சில படங்களை யான் தயாரித்துப் பரமபத சோபான படத்தைக் கொண்டு விளையாடுவதுபோல் கூட்டல் விளையாட்டு விளையாடக் கொடுத்திருக்கிறேன். ஒரே சமயத்தில் 30, 35 குழந்தைகள் விளையாடவும், பல படங்களை அமைப்பதின்மூலம் விளையாட்டில் பயிற்சி, ஊக்கம் கொடுக்கவும் இவைகள் உபயோகமாகும். பாண்டி ஆட்டத்தில் குழந்தைகள் ஒவ்வொரு இடமாகத் தாண்டுகிறார்கள். ஒவ்வொரு இடம் விட்டு அடுத்த இடம் செல்லு கிறார்கள். இவ்வாறான பாண்டி ஆட்டமும் சிறந்ததே. ஆனால் சிறுவர், தமது காலால் வரைந்த பாண்டிகளே வேண்டும். அப்பொழுதுதான் 1, 2, 3 இடம் விட்டு அடுத்த இடம் போகக்கூடும். அடுத்த இடம் செல்ல ஒன்று கூட்டுவ தாகும். ஒரு இடம் விட்டு அடுத்த இடம் செல்ல 2 சேர்ந்தாகும். 2 இடம் விட்டு அடுத்த இடம் செல்ல 3 கூட்டினதாகும். 3 இடம் விட்டு அடுத்த இடம் செல்ல 4 கூட்டினதாகும்.

கழித்தல் விளையாட்டுகள்

சில்லுப் பந்தும் கழித்தலும்: பாலர் இரு கட்சியாகப் பிரிந்துகொள்கிறார்கள். இந்த ஆட்டத்திற்கு, 10 சில்லுகள் அதாவது பழைய ஓட்டுத்துண்டுகளைத்தேய்த் துச் செய்த 10 வட்டங்களும், 1 பந்தும் வேண்டும். 10 சில்லுகளைக் கோபு ரம்போல் அடுக்கவேண்டும், ஒரு கட்சியார். மற்றொரு கட்சியார் பந்துகொண்டு அக்கோபுரத்தை அடித்துத் தாழ்த்தவேண்டும். ஒவ்வொரு தடவை அடித்துத் தாழ்த்தும்பொழுது கீழே விழுந்தவை, கீழே விழாதவை சேர்ந்து 10 ஆகும் அல் லவா! ஆகவே 10—3; 10—7; 10-4; 10—2 என்று பலவாறு பயிற்சி செய்ய இடம் உண்டு. இவைகளே 3+7=10; 7+3=10; 6+4=10; 8+2=10 என் றும் வரும். கூட்டல் பயிற்சிக்கு உரித்தான படங்களும் கழித்தல் பயிற்சிக்கும் ஏற்ற உபகரணங்கள் ஆகும். அடியிலிருந்து காயை நகர்த்தி மேல்ஏற்றினால் கூட்டல் செய்வதுபோல், காயை மேலேயிருந்து படிப்படியாகக் கீழே இறக்கி னால் கழித்தல் பயிற்சி ஆகும். ஆகவே மேற்கண்ட படங்களைக் கழித்தல் பயிற்சிக்கும் உபயோகிக்கக்கூடும். "ஆடு-புலி" ஆட்டமும் இதைச் சார்ந்ததே.

பெருக்கல் விளையாட்டுகள்: பிள்ளைகளைக் கொண்டே இவ்விளையாட்டை நடத்தலாம். பிள்ளைகளை 2, 2, 3, 3, 4, 4 ஆக வரிசைக்குப் பின் வரிசையாக நிற்கவைப்பதும், ஓடச்செய்வதும், உட்காரச் செய்வதும், குதிக்கச்செய்வதும், 2, 3, 4 இவைகளின் பெருக்கல் வாய்பாட்டை அமைப்பதற்கு ஏற்றதாகும். இரு வர் குதிரைகளாகவும் ஒருவன் வண்டி ஓட்டுகிறவனாகவும் இருக்கச் செய்து குதிரைவண்டி ஆட்டம் ஆடுவது 3-ம் வாய்பாட்டை அமைக்க ஏற்றதாகும். ஒரு கொட்டங்கச்சி அல்லது ஒரு சிறு கோப்பைகொண்டு ஈர மண்ணில் "பிட்டுச் சமைப்பது"ம், பிட்டுக் குவியல்களை வரிசைக்கு 4, 4 ஆக அமைக்க 4-வது வாய் பாட்டின் அடிப்படை அப்பியாசமாகும்.

மற்றும் பல விளையாட்டுகள்: பழக்கடை, விளையாட்டுப் பொம்மைக் கடை, தபால் ஆபீஸ் முதலிய விளையாட்டுகளில் நிறை நாணயங்களைக் கொண்டோ, அதற்கேற்ப வேறு சாதனங்களைக் கொண்டோ வாங்கி விற்கும் விளையாட்டுகள் விளையாடலாம்.

பாஷைப் பயிற்சிவிளையாட்டுகள்: கண் பார்த்து, கை எடுத்துத் தக்கவாறு பொருத்தி வைப்பதும் ஒரு விளையாட்டே. மணலில் உட்கார்ந்து ஒருவன் ஒரு எழுத்து ஆரம்பிக்க அதையே முதன்மையாகக்கொண்ட சொல் ஒன்று அமைப்ப தும் குழந்தைகளின் விளையாட்டே. தம்மிடம் இருக்கும் சொல்லுக்கு எதிரி டையான சொல், அல்லது அதே பொருளுள்ள சொல்லை வேறு ஒருவரிட மிருந்து கேட்டு வாங்கிப் பொருந்தவைப்பதும் பாஷை விளையாட்டாகும். ஒரு பெட்டியில் வார்த்தைகள் எழுதப்பட்டுள்ள அட்டைத் துண்டுகள் தேவை.

பெட்டியின்மீது அந்த விளையாட்டின் பெயர் எழுதப்பட்டிருக்கவேண்டும். சமயத்திற்கேற்பத் தனித்தோ, இருவர் மூவர், நால்வர் கூடியோ விளையாட்டை விளையாடி இன்புற்றுப் பாஷைப் பெருக்கும் அடையலாம்.

1. குறில், நெடில்
2. எதிர்ப் பதங்கள்
3. பெரிதும் சிறிதும்
4. ஆண் பெண்
5. ல, ள பதங்கள்
6. ன, ண பதங்கள்
7. ர, ற பதங்கள்
8. ல, ள, ழ ,,
9. ய, ர, ழ ,,
10. ஒற்று தோன்றுதல், நீங்குதல்
11. ஓரினச் சொற்கள்
12. ஒரே பொருள் ஒருவன்
13. முப்பிரிவு பதங்கள்
14. கூட்டுச் சொற்கள்
15. விடுகவிகளும் படங்களும்

இவை ஏற்ற பாஷை விளையாட்டுகளாகும்.

பொது அறிவுப் படங்களும் விளையாட்டு முறையும்

(i) கூட்டுறவு வாழ்க்கையும் சமூக நலனும்:

“பண்ணையார் வீட்டுக் கலியாணம்” சிறப்பாக நடைபெறப் பலபேர்களின் கூட்டுறவு தேவையாயிருக்கிறது. மேளக் காரன், பந்தற் காரன் புஷ்பக்காரன் சமையற்காரன், தட்டான், கொத்தன், தச்சன், தையற்காரன், ஜவுளி, மளிகை, காய்கறி, பழக்கடைக்காரர்கள், மற்றும் சம்பந்தப்பட்ட பலர்களை முன்கூட்டியே பண்ணையார் வரவழைத்துத் தமது தேவைகளை அவர்களிடம் தெரிவிக்கிறார். கலியாண அழைப்புக் கடிதங்கள் வழங்கப்படுகின்றன. பலர் கலியாணம் விசாரிக்க வருகின்றனர். கடைசி நாள் மேற்கண்டவர்கள் பண்ணையாரைக் காண வருகிறார்கள். அவர்களுக்குப் பண்ணையார் சம்மானம் வழங்குகிறார். “வீட்டைக் கட்டிப்பார்”, “கலியாணம் பண்ணிப்பார்” என்பனவற்றிற்கிணங்க ஒரு பெரிய காரியம் நடைபெற எத்தனை பேர்களின் கூட்டுறவும், நல்லெண்ணமும் தேவை என்பது புலனாகும். மகாத்மா காந்தியின் “எந்த வேலையும் தாழ்ந்தது அல்ல” என்ற சொல்லின் உட்கருத்தும் நன்கு விளங்கும்.

(ii) “க்யூ” ஒழுங்கு முறையை விளக்கிக் காட்ட டிக்கட்டு கொடுக்குமிடம், தபால் ஆபீஸ், குழாயடி, கோயில் போன்றவாறு பொது இடங்களில் ஆண், பெண், சிறுவர் எவ்வாறு ஒழுங்கு முறையாக நின்று தமது அலுவல்களைச் செய்யவேண்டும் என்பதை விளக்க ஒரு நல்ல விளையாட்டும், நாடகமும் நடிக்கலாம்.

(iii) காவிரியின் சுயசரிதை:

திறந்த இடம், தாழ்வாரம் அல்லது நீண்ட சுவர் ஓரத்தில் காவிரிபோன்ற நீண்டதொரு ஆறுபோன்ற இடத்தைக் கோடிட்டு அமைக்கவும். காவிரியின் சரித்திரத்திற் கண்டபடி காவிரி பாய்ந்து ஓடும் இடங்களில் காணப்படும் அணைக் கட்டு, நீர் வீழ்ச்சி, அகலமான இடம், குறுகலான இடம், முக்கியமான ரயில் பாலம், ரயில்வே ஸ்டேஷன், பெரிய அணைக்கட்டு, நெல் வயல்கள், முதலியவைகளைக் காட்டத்தக்க சாதனங்கள், படங்கள் இவைகளை ஆங்காங்கு அமைக்கவும். ஆங்காங்கு சில பிள்ளைகளும் நிற்கிறார்கள். மற்றும் சிறுவர் தரைமீது வரைந்துள்ள ஆற்றின்மீது நடந்து சென்று ஆங்காங்கு காணப்படும் படங்களைக் கொண்டு காவிரியின் சுயசரிதையைச் சொல்லிக்கொண்டே வருகிறார்கள்.

(iv) உலகப் படம், நாட்டுப் படம், பல்வேறு ஜனங்களின் படங்கள், கட்டடங்கள், நாட்டுக் காட்சிகள் :

சுவர், கதவு, கரும்பலகை, தனிப் பலகை முதலியவைகளில் உலகப் படம், இந்தியா படம் அழியாமல் இருக்கும்படி வரையவும். முக்கியமான ஊர்களைக் குறித்து அந்த இடத்தில் படம் மாட்டக் காட்டியபடி ஒரு கொக்கியைத் திருகிவைக்கவும். அந்தந்த இடங்களுக்குப் பொருத்தமான காட்சி, கட்டடம், முதலியவைகளின் படங்களைத் தபால் கார்டு அளவுக்குக் கத்தரித்து அதே அளவுள்ள மெல்லிய பலகைகளில் ஒட்டவும். இரண்டு பக்கமும் கூடப்படங்களை ஒட்டலாம். இந்தப் பலகையின் தலைப்பு ஓரத்தின் நடுவிலும் ஒரு கொக்கி திருகிக்கொள்ளவும். மதுரைக் கோயில், தஞ்சைக் கோயில், மலைக் கோட்டைக் கோயில், மகாபுலிபுரம் கற்கோயில், மைசூர் அரண்மனை, குற்றாலம் நீர்வீழ்ச்சி, தோட்டங்கள், கங்கை ஸ்நான கட்டம், தாஜமகால், குதப்மினார், ஜகந்நாத் ஆலயம் முதலியவைகளைப் பலகையிலுள்ள படத்தின் கொக்கியில் மாட்டப் பழக்கம் கொடுப்பதே விளையாட்டில் கலந்த படிப்பு ஆகும். 6, 7 வயதுச் சிறுவர்களும் இவற்றில் நன்கு பெருமை கொள்ளுவார்கள்.

இயற்கைக் காட்சி, தோற்றம், இலை, காய், கனி, கிழங்கு, கொட்டை, விதை விளையாட்டு.

இவ்விளையாட்டை விடுகவிகளுடன் இணைக்கலாம். பிள்ளைகள் வட்டமாக அமர்கிறார்கள். நடுவில் ஒருவர் விடுகவி சொல்ல அந்தக் காய், கிழங்கு விதை உள்ளவர் எழுந்து நிற்கவேண்டும். பிறகு அவன் நடுவில் நின்று வேறொரு விடுகவி சொல்லுகிறான். அதற்குப் பொருத்தமான விடை உள்ளவன் எழுந்திருக்கிறான். விடுகவி எழுதியுள்ள அட்டைகளை அதற்குப் பொருத்தமான பண்டத்துடனும் இணைத்துவைப்பதும் பொருத்தமான விளையாட்டாகும்.

விளையாட்டிலும் படிப்பு, படிப்பிலும் விளையாட்டு :

குழந்தைகள் கொண்ட ஒரு பெரிய சமுத்திரத்தில் அனைவரும் குழந்தைகளாகவே தோன்றும். விளையாட்டு, குழந்தைகளின் இயற்கையும் இயல்பும் ஆகும்.

"குழந்தைகளுடனிருந்து குழந்தைகளுக்காக ஜீவிப்போம்" என்ற உள்ளங் கொண்டவர்கள் குழந்தைகளின் படிப்பிற்கேற்ற முறையை அனுசரிப்பார்கள். நகரமோ நாட்டுப்புறமோ, ஏழையோ பணக்காரனோ எல்லோருக்கும் ஒரே விதப் படிப்பில் அக்கரை காட்டுகிறவர்கள் குழந்தைகளுக்கு இயல்பான விளையாட்டு முறையைப் புறக்கணிக்காமல் நன்கு அனுஷ்டித்து வருவார்கள். ஆசிரியரின் சரியான முன்யோஜனை, ஆபத்தம், பிள்ளைகளின் பாகுபாடு, உபகரணங்களை முன்கூட்டிச் சேகரித்துத் தயார் செய்தல் மூலமாகக் குழந்தைகளின் வயது, வகுப்பு, பாடம், பருவம், சந்தர்ப்பம் இவைகளுக்குத் தகுந்தாற்போல் பல விளையாட்டுகளைப் புதுமையாக அமைக்கக்கூடும். உபாத்தியாயரின் ஊக்கமும் குழந்தைகளின் மனப்பூர்ணமான கூட்டுறவுமே பாலர் கல்வியில் வெற்றியடையச் செய்யும் வழிகள். சுய அனுபவத்துடன் கூடிய படிப்புதான் மனத்தில் பசுமரத் தாணிபோல் பதியும். இங்குக் கூறப்பட்ட விளையாட்டுகளில் தனிப்பட்ட சுய அனுபவமும், கூட்டுமுறையில் அனுபவமும் ஏற்படுவது நன்கு தெரியவரும்.

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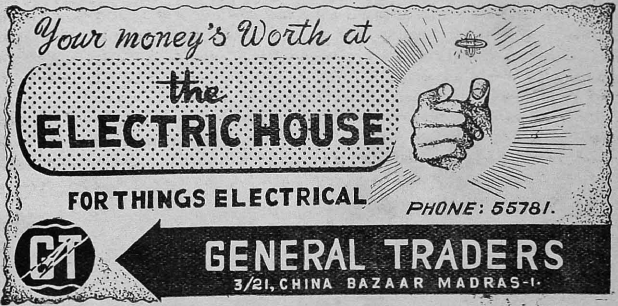

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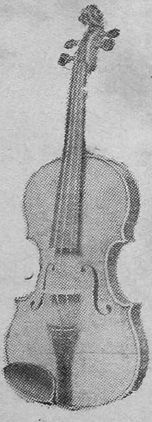

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